

Break

Winding up Warnock

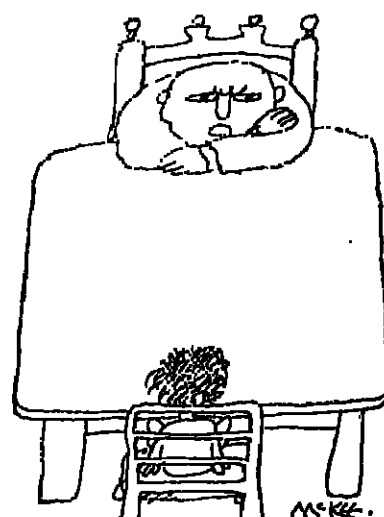
The Warnock report was signed last March, amid champagne and speeches at Houslow Technical Centre. There has been a last-minute scramble to meet the deadline. On the day before—a Sunday—the committee spent three hours at Great Ormond Street Hospital, still taking in their press and recommendations. And two weeks earlier a threatened walkout by the committee's paediatrician, Dr Sam Forrester, backed by several colleagues, had led to the hurried redrafting of the section on the health services.

But in general, the committee seems to have been a pretty harmonious affair. The harmony was well orchestrated by the committee's clever and lured chairman, Mary Warnock. One of the first decisions was to break up the committee into four sectional groups—one looking at preschool, one at normal schools, one at special schools and one at handicapped school leavers.

Each group had a small research budget, reasonably like-minded members and freedom to operate as they chose. For the first couple of years the committees worked pretty happily, drawing up sub-committee reports, and all the groups finished the reports by May, 1977.

The parent business of the full committee in the early days was kept to a minimum. Certainly, there were progress reports from the country—Scotland and Wales both had to be seen to be visited, and the committee had to be taken. (Members were much impressed by Mrs. Warnock's self-control in the face of belligerent special interests, especially presented by Mrs. Whiffred Tamm, Oxford graduate and mother of two deaf children. (Another was eventually accepted. So was a handicapped person—an interest group inexplicably left out of the original mix.)

But the weight of special school interests was somewhat balanced by the rather different professional viewpoint of the medical team. Dr. Thomas Chesham, expert in community medicine and child health from Cheshire, Mrs. Morrie Thirion, representing the health



"This is not Fleet Street, Hicks, what have you done with the school magazine?"

foreign travel for all turned into an affair of no hunts for anyone—and when, in the event, a chosen few were allowed on trips.

But harmony and a sense of purpose was maintained, helped by the subcommittee arrangement—and when reports were finally presented to the full committee, the scope for long-winded discussion was minimized. It was hard to reopen controversial decisions that had already been fully thrashed out in sub-committees. And it was difficult for members of one subcommittee to make much comment on the findings of another: after all, they had not done the work.

The chairman's disinterested (I use the word in its proper sense, of course) and powerful mind helped to minimize undisciplined argument. And she was powerfully supported by efficient and experienced committee men.

George Cooke, doyen of chief education officers and the committee's vice-chairman, supplied cool and authoritative perspectives. Professor Philip Williams of the Open University added an incisive voice. Sir Ted Brigham, late of the NUT, was in the strong position of always having read all the papers (he wrote quite a few of them himself).

In fact, the committee was well weighted in favour of the professionals. There was only one parent—Mrs. Whiffred Tamm, Oxford graduate and mother of two deaf children. (Another was eventually accepted. So was a handicapped person—an interest group inexplicably left out of the original mix.) But the weight of special school interests was somewhat balanced by the rather different professional viewpoint of the medical team. Dr. Thomas Chesham, expert in community medicine and child health from Cheshire, Mrs. Morrie Thirion, representing the health

visitors, from Croydon and strongly in favour of parent participation and self-help groups. Dr. Forrester, an independent-minded paediatrician from Wigston, Professor Philip Williams, consultant paediatrician from Great Ormond Street (who opens his own files to parents) all tended to take a mildly radical line when it came to sensitive topics like parents' rights.

Only three events upset the relative calm of the proceedings. The first was when the Department of Education promoted the committee's first secretary to the crucial job when it comes to continuity and drifting out of his job. John Hedger, who had been much loved by the chairman and committee, was moved to architects and building branch (to Mrs. Warnock's considerable annoyance) and Imogen Luxton was given the difficult job of picking up the threads in mid-course.

The second—and most important—was when the House of Lords passed Section 10 of the 1976 Education Act, preempting the committee's decision on the central issue of whether handicapped children should be integrated into normal schools. The committee was angry and dismayed that the politicians were not waiting for its verdict before plumping for integration. But they worked on, and designed their headings and ditchings round the Section 10 pro-integration policy.

The third upset came when the committee was in the middle of looking over the first, second and third drafts (mostly produced by the secretariat and snarled up by the chairman). Suddenly Mary Warnock blew the whistle and said the whole thing must be finished by March. The resultant scramble came to a head over the health chapter (a minor mutiny, rapidly smoothed over), but many members of the committee felt the thing was being written too fast, and that important issues (such as the job done by voluntary bodies) were dealt with too scantily.

But Mrs. Warnock dismissed their fears and their worries about the reactions of professional colleagues as feeble, and drove the report through. At one of the final meetings someone overheard her answering a colleague who had asked whether she was planning to stump the country, explaining the report. "Good heavens, no," she said. "I look on it like: Greats—you learn up to the limit, get your first, then forget all about it."

Orff to Bavaria

To those in the know, the Orff group visiting Bavaria, the land of Carl Orff, would seem to be a clear case of carrying coals to Newcastle—or, in this case, Kohl to Nuremberg. Nevertheless, the Carl Orff group from Aberdeen have done so, in fact at the express invitation of Jugend Musiziert, the German national youth music organization, to demonstrate their skill in this year's national music competition held at Erlangen and Nuremberg. It requires no sacrifice of accuracy in the interest of euphony to describe their visit as a bit, reports our visiting music man, Robin Macdonald. Indeed, the redoubtable Ron Forbes, whose valuable promotion of professional standards of percussion playing in schools has been a most refreshing antidote to the flimsy clutter and tepid idiom of Orff-style percussion teaching, has scored a notable European success in the wake of his group's British achievements at past National Festivals of Music for Youth and at Schools Proms. Showing the same flair with which he singlehandedly created a repertoire of original compositions and arrangements for his nine-member ensemble, Ron Forbes treated his German hosts to an "Erlanger Polka", an infectious hirsute pastiche that had his German audiences spontaneously clapping along.

The original purpose of their visit, which was to lend weight to a proposal to incorporate a new percussion category in future Jugend Musiziert contests, appears by official response to have succeeded; so much so that at short notice the group found themselves booked to perform in an open-air concert in Nuremberg, following a day, and subsequently at an official reception by the Lord Mayor of Erlangen. The reception followed a prize-winners' concert which ended with a young pianist performing pieces by Brahms and Liszt. "Now we have some Brahms and Liszt, and after that, I am sure we would all like a drink," said Herr Interlocutor, who evidently did not understand Cockney.

Because it is the basic thing to find the best of places. And we can tell you all. Your future life arrangement. It is no surprise that the help with expenses at the World Festival of Youth in Havana this summer is that the only organizations who still intend to send delegates representing the British Youth Council are the young farmers' clubs and the church choir. The rest of them cannot afford the cost of £310 each.

The Foreign Office backlash came after heavy pressure from Tory youth organizations who led a campaign to get the young farmers' clubs and the church choir out of the old hands of the NUS would have been the heads outgunned by the young farmers' clubs.

So now it looks as if there will be no one from the youth wings of the political parties or the NUS, or from the BYC leadership, the sort of delegation which usually reckons itself to have the political sophistication to deal with Communist and third-world youth. But who knows? The fresh faced farmers may startle them with different tactics.

Meanwhile back at the BYC other members of the executive committee, at what they see as an attempt to wreck the decision to participate in the competition, the denunciation of the direct to the presidents and the men of the young organization figures, so there was some pressure that the elderly backwoodsmen being called in to oversee the young people's activities. It may get all right when the BYC's new executive comes to be elected next autumn.

Provocative play

After gay lib, women's lib, and rust, comes mentally handicapped lib. This time it is a play about post-Warnock debate on integration. This week AIS, a Dances of young mentally handicapped have given three public performances in London of a provocative play which shows things from the point of view of a young person with a mental handicap. It is a play through a succession of incidents until, finally, she has no idea of or responsibility for her actions. The play grew out of group discussions and describes real incidents from the lives of members.

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Rurals versus Reds

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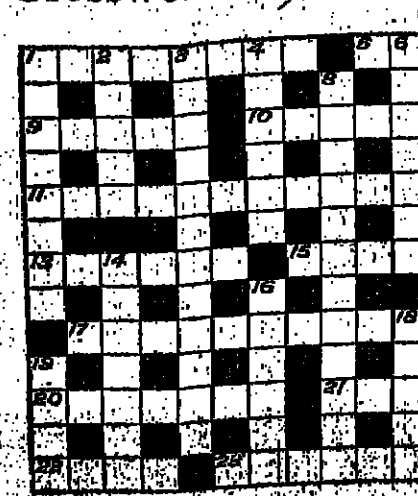
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Crossword No 1,134



Across

- English county is known for its sheep (8)
- A state of excitement (6)
- They combine to form a new word (6)
- Are sent relatively (7)
- A dark coat would be suitable for (4)
- The illuminations (5)

Down

- Follow after for accommodation, and ahead for information (8)
- Playground object comes ordinary during elections (5)
- Jersey's new material (4)
- I doubt, exhort those not in Rome to do as Rome does (6)
- Collects leftovers, like Ruth (7)
- Where not to tell it (4)
- Where, so to speak, stocktaking sales are held (6)
- Colour criterion (8)
- Sounds as if he must expect to be elected (7)
- Not quite all there? (4)
- Story of a doctor attending a mother (6)
- Is a central place in desolation (4)

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Maths teasers

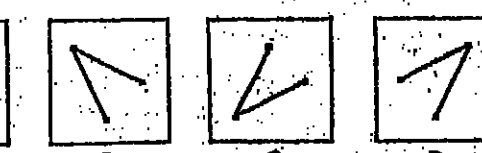
8	1	6
3	5	7
4	9	2

MORE MAGIC SQUARES

In the basic magic square, made with the numbers from 1 to 9, there are arithmetic sequences in the central column, the middle row, and in each diagonal.

(i) What is the common difference of each sequence?

(ii) You will also find arithmetic sequences formed by the set of numbers in three cells, indicated by the letters A, B, C, D. What is the common difference in each of these sequences?



PRIME NUMBER PUZZLES

(1) $3 = 2^2 - 1^2$, $5 = 3^2 - 2^2$, $7 = 4^2 - 3^2$. These are examples of prime numbers expressed as the difference of two square numbers. Is it possible to express every prime number as the difference of two square numbers? If so, find numbers.

(2) The sequence 1, 5, 9, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 77, 81, 85, 89, 93, 97, 101, 105, 109, 113, 117, 121, 125, 129, 133, 137, 141, 145, 149, 153, 157, 161, 165, 169, 173, 177, 181, 185, 189, 193, 197, 201, 205, 209, 213, 217, 221, 225, 229, 233, 237, 241, 245, 249, 253, 257, 261, 265, 269, 273, 277, 281, 285, 289, 293, 297, 301, 305, 309, 313, 317, 321, 325, 329, 333, 337, 341, 345, 349, 353, 357, 361, 365, 369, 373, 377, 381, 385, 389, 393, 397, 401, 405, 409, 413, 417, 421, 425, 429, 433, 437, 441, 445, 449, 453, 457, 461, 465, 469, 473, 477, 481, 485, 489, 493, 497, 501, 505, 509, 513, 517, 521, 525, 529, 533, 537, 541, 545, 549, 553, 557, 561, 565, 569, 573, 577, 581, 585, 589, 593, 597, 601, 605, 609, 613, 617, 621, 625, 629, 633, 637, 641, 645, 649, 653, 657, 661, 665, 669, 673, 677, 681, 685, 689, 693, 697, 701, 705, 709, 713, 717, 721, 725, 729, 733, 737, 741, 745, 749, 753, 757, 761, 765, 769, 773, 777, 781, 785, 789, 793, 797, 801, 805, 809, 813, 817, 821, 825, 829, 833, 837, 841, 845, 849, 853, 857, 861, 865, 869, 873, 877, 881, 885, 889, 893, 897, 901, 905, 909, 913, 917, 921, 925, 929, 933, 937, 941, 945, 949, 953, 957, 961, 965, 969, 973, 977, 981, 985, 989, 993, 997, 1001, 1005, 1009, 1013, 1017, 1021, 1025, 1029, 1033, 1037, 1041, 1045, 1049, 1053, 1057, 1061, 1065, 1069, 1073, 1077, 1081, 1085, 1089, 1093, 1097, 1101, 1105, 1109, 1113, 1117, 1121, 1125, 1129, 1133, 1137, 1141, 1145, 1149, 1153, 1157, 1161, 1165, 1169, 1173, 1177, 1181, 1185, 1189, 1193, 1197, 1201, 1205, 1209, 1213, 1217, 1221, 1225, 1229, 1233, 1237, 1241, 1245, 1249, 1253, 1257, 1261, 1265, 1269, 1273, 1277, 1281, 1285, 1289, 1293, 1297, 1301, 1305, 1309, 1313, 1317, 1321, 1325, 1329, 1333, 1337, 1341, 1345, 1349, 1353, 1357, 1361, 1365, 1369, 1373, 1377, 1381, 1385, 1389, 1393, 1397, 1401, 1405, 1409, 1413, 1417, 1421, 1425, 1429, 1433, 1437, 1441, 1445, 1449, 1453, 1457, 1461, 1465, 1469, 1473, 1477, 1481, 1485, 1489, 1493, 1497, 1501, 1505, 1509, 1513, 1517, 1521, 1525, 1529, 1533, 1537, 1541, 1545, 1549, 1553, 1557, 1561, 1565, 1569, 1573, 1577, 1581, 1585, 1589, 1593, 1597, 1601, 1605, 1609, 1613, 1617, 1621, 1625, 1629, 1633, 1637, 1641, 1645, 1649, 1653, 1657, 1661, 1665, 1669, 1673, 1677, 1681, 1685, 1689, 1693, 1697, 1701, 1705, 1709, 1713, 1717, 1721, 1725, 1729, 1733, 1737, 1741, 1745, 1749, 1753, 1757, 1761, 1765, 1769, 1773, 1777, 1781, 1785, 1789, 1793, 1797, 1801, 1805, 1809, 1813, 1817, 1821, 1825, 1829, 1833, 1837, 1841, 1845, 1849, 1853, 1857, 1861, 1865, 1869, 1873, 1877, 1881, 1885, 1889, 1893, 1897, 1901, 1905, 1909, 1913, 1917, 1921, 1925, 1929, 1933, 1937, 1941, 1945, 1949, 1953, 1957, 1961, 1965, 1969, 1973, 1977, 1981, 1985, 1989, 1993, 1997, 2001, 2005, 2009, 2013, 2017, 2021, 2025, 2029, 2033, 2037, 2041, 2045, 2049, 2053, 2057, 2061, 2065, 2069, 2073, 2077, 2081, 2085, 2089, 2093, 2097, 2101, 2105, 2109, 2113, 2117, 2121, 2125, 2129, 2133, 2137, 2141, 2145, 2149, 2153, 2157, 2161, 2165, 2169, 2173, 2177, 2181, 2185, 2189, 2193, 2197, 2201, 2205, 2209, 2213, 2217, 2221, 2225, 2229, 2233, 2237, 2241, 2245, 2249, 2253, 2257, 2261, 2265, 2269, 2273, 2277, 2281, 2285, 2289, 2293, 2297, 2301, 2305, 2309, 2313, 2317, 2321, 2325, 2329, 2333, 2337, 2341, 2345, 2349, 2353, 2357, 2361, 2365, 2369, 2373, 2377, 2381, 2385, 2389, 2393, 2397, 2401, 2405, 2409, 2413, 2417, 2421, 2425, 2429, 2433, 2437, 2441, 2445, 2449, 2453, 2457, 2461, 2465, 2469, 2473, 2477, 2481, 2485, 2489, 2493, 2497, 2501, 2505, 2509, 2513, 2517, 2521, 2525, 2529, 2533, 2537, 2541, 2545, 2549, 2553, 2557, 2561, 2565, 2569, 2573, 2577, 2581, 2585, 2589, 2593, 2597, 2601, 2605, 2609, 2613, 2617, 2621, 2625, 2629, 2633, 2637, 2641, 2645, 2649, 2653, 2657, 2661, 2665, 2669, 2673, 2677, 2681, 2685, 2689, 26

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National Association of Head Teachers' conference, Brighton

A £5 carrot for meal duties?

Heads urged the Government this week to spend up to £100m a year to persuade teachers to supervise children during lunch hours.

Leaders of the National Association of Head Teachers announced that they would put a plan to Mrs Shirley Williams, the Education Secretary, next month for £5 a day payments to teachers who stayed in school during the dinner hour.

Unless a suitable "carrot" was offered, they warned, schools would become unmanageable and children could suffer serious accidents.

The heads are worried that teachers no longer want to do dinner duty because the incentive of a free meal is now virtually worthless compared with the relaxation of an hour away from school.

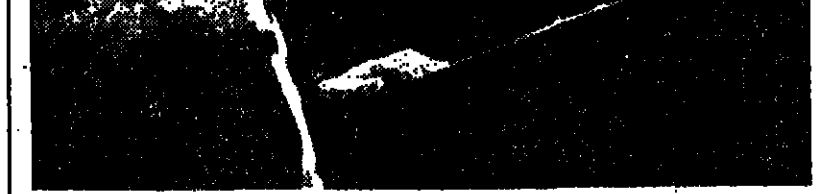
Ancillary staff could not cope with unruly or disruptive children who knew there were no teachers on the premises, and pupils were now leaving school during the lunch hour and arriving back drunk, according to Mr Charles Lawton, a member of the association's executive.

"They are wandering the streets. We get reports of them coming back to school half-savoured. There is something wrong," he said.

The heads pointed out that teachers had a taste of freedom with their lunch hours during recent disputes between unions and local authorities when dinner duties had been withdrawn.

Mr Matt Cannish, president of the association, said teachers realized it was much nicer sitting in a pub with a pint and a ploughman's lunch. The association leaders had 75 letters last month from heads who were worried at the threat to internal discipline.

This was unprecedented, said Mr David Hart, the general secretary. The signs are that we are heading for a breakdown of the school meal service. We are going to ask Mrs



Mr Clifford Fisher, head of Beverley School, near Kingston-on-Thames, speaking from the rostrum during discussion of the Taylor report.

President given ovation after rousing speech on religion

A sermon of fundamental Christianity was preached to head teachers at their annual conference in Brighton this week by Mr Matt Cannish, the new president of the National Association of Head Teachers.

Mr Cannish, a Methodist local preacher for 40 years, said there were many voices urging teachers to cut out the "frills" and concentrate instead on things which would be of greatest future use to pupils.

"In particular the voice which urges us to cut out or water down religious education is most insidious," he said in his presidential address to the 200,000-strong association.

If head teachers did not maintain their resolve then future history would record that they taught children only that Christianity was a great religion. "They presented Christianity as a way of life, yet they missed the fundamental truth, that Christianity is not simply a religion. It is not merely a way of life, 'Christianity is Christ and He is the power to live'."

Mr Cannish's remarks brought a standing ovation from the conference delegates.

Earlier he turned to the theme of the family and said an outcry should be raised at the callousness of adults whose selfish and immature behaviour was doing a great deal to the children they brought into the world.

Last year Sir George Baker, president of the High Court family division, said that while the heart had been taken out of divorce legislation, it was still there.

"With what results? We have a generation which is iller and lonelier than my generation was, which in many ways is more knowledgeable, which is without doubt more sexually advanced, which has much potential for good and possibly more, but which has no real idea what it is supposed to be."

"Over recent years we have made life easy for the child. We have delegated authority to such an extent that many parents have come to believe that to say 'no' is to court disaster."

"What are the results? We have a generation which is iller and lonelier than my generation was, which in many ways is more knowledgeable, which is without doubt more sexually advanced, which has much potential for good and possibly more, but which has no real idea what it is supposed to be."

Heads would never take part in dispensing political ideology whatever the label, right or centre, within schools, the conference was told.

Nor would they allow others to do so, especially the extremist groups who have been seen recently disrupting politics lessons in some schools, said Mr Peter Eckersley (a member of the national council).

Mr Eckersley criticised the report from the Ministry of Education, Curriculum and Assessment, which was being discussed at the conference.

He said the report was a "political document" and that the authors really meant to say that they were not taking any view on such issues.

Reports by Stephen...

Williams for another working on school meals.

Increasing the number of voluntary assistants would mean that teachers would not have to refuse to obey an order from a lady and answer her way they would not dream of a teacher.

Mr Cannish said that when the present system was used as a "carrot" it was used as a "carrot".

But he warned that they have to be a state of school in the provision of the Government authorities treated seriously.

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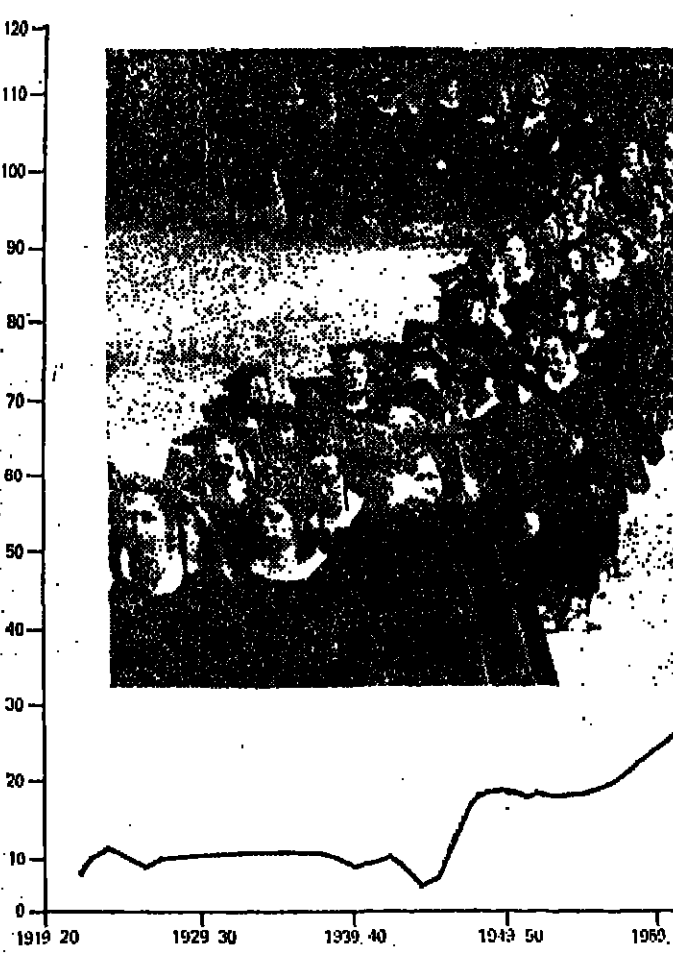
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Welter of industry-school partnerships take shape

The Industrial Society is publicizing a successful link between two trendsetters of industry and school, IBM and Woodberry Down Comprehensive, North London. It hopes to make the liaison a model for "twinning" throughout the country.

But many teachers and businessmen are not waiting for the society, nor for the 40 or so other national bodies which have been set up to promote school and industry links, to implement their programmes.

The Stockport College of Technology's close links with a local firm of motor dealers has got it all the components necessary for a group of students in the engineering department to build a brand-new Datsun automatic.

The builders are school leavers on a basic vocational education course. The dealers' service manager, Mr. Volv, Concessionaires had enough surplus spares left to make up a Datsun 33, a model which had gone out of production in 1974.

In Scotland this week, 16 to 18-year-olds from five private schools in Edinburgh and Glasgow were practising modern, modern-style capitalism against each other. John Loring, the giant

construction company which spends £1m a year on its own training schemes, arranged to show them how to play the Lamingo, in which teams of students act out the roles of rival building firms, taking decisions which lead to profit or loss.

But an increasing number of schools are getting local businessmen to show them how to set up their own real life businesses, on the model of the Young Enterprise scheme.

In Bristol, Mardon Packaging International are the advisers behind the formation and operation of Ashcliffe Enterprises, run jointly by boys of Clifton College and girls from Clifton High School: the pupils make elbow pads for skate-boarders.

Oddidos, the company set up by sixth-formers at Stafford's Walton High School, has just ended its six-month life manufacturing a range of products from waste to bring to bird boxes with the help of a local family firm of timber merchants. Oddidos workers were paid 5p an hour, compared with the 3p paid to the Bristol pupil workforce. They made a profit of nearly £140 on £600 sales.

Mark Jackson

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Published 15th June 1978

Resource-based learning in Clwyd Secondary Schools—its rationale and development: the report of the C.W. Clwyd Resource-based Learning Project.

by Albert Molyneux, B.A., M.Ed., Dip. Theol.

ISBN 0 904820 00 6
Price (including postage and packing): £2.00 payable in advance. Obtainable from: The Clwydian, College of Education, Llanidloes, Wales. Llanidloes, Dyfed, Wales. GY23 3AB.

The age of the universe and other surprising facts

Science is full of little surprises, and what follows is a collection of those in just a handful of the scientific journals. I shall tell the tales as iconically as I can.

First there is the case of the expanding universe. That the distant galaxies are moving away from us is beyond dispute—that is why the light from them is shifted towards the red end of the spectrum, but the details of the process remain disputed.

The most important characteristic of the process is the number that describes the way in which the speed of the recession of the distant galaxies increases with distance. In the past few years this quantity (called the Hubble constant after the American astronomer Edward Hubble) has been taken as roughly 50 kilometres a second for each million parsecs of distance (and a parsec is just less than three light years).

If it is then assumed that the universe has expanded uniformly from the start, it is possible to calculate when everything was concentrated at a point. The age thus obtained, just under 20,000 million years, fits in well with the age inferred quite differently for the ages of the globular clusters, shown to be 18,000 million years old. So far, so good.

A few refinements of this argument are, however, needed. For one thing, if the universe is held together by its own gravity, the expansion must be less than in the past, which reduces the estimated age of the universe. For the past few years, the cosmologists have been trying hard to estimate this deceleration factor, the most effective way of guessing whether the expansion will continue indefinitely, or otherwise come to a halt.

But a snag has arisen. There is now some cosmological evidence to suggest that the Hubble constant has been underestimated and that the true value should be 100 kilometres a second for each million parsecs of distance, and not half as much. This implies that the first approximation to the age of the universe should be 10,000 million years and not twice as much, in

obvious conflict with the estimated age of the globular clusters.

To get round this difficulty, Dr Beatrice Vaisya (an Englishwoman now at Yale) argues in the current issue of *Nature* (May 18) that the expansion of the universe must be accelerating and not decelerating. Her argument, moreover, is not merely a back of the envelope calculation but rather one that leads to a prediction of how the galaxies should be distributed in the distant reaches of the universe. It is one that can be tested.

Science diary

by

John Maddox

That is a surprise in a field where surprises are commonplace. By contrast, few would expect surprises in what must be one of the most familiar parts of secondary school chemistry—the relationship between the different forms of solid sulphur and carbon. After all, it is not so long ago since a recalculation of the allotropic forms of these two elements would suffice for at least one question in O level chemistry.

The allotropes of carbon are, perhaps, the biggest surprise. At ordinary temperatures and pressures, the stable form of solid carbon is graphite—a crystalline structure consisting of sheets of carbon atoms held together in an essentially infinite sheet of hexagonal rings stacked upon each other.

If you heat graphite at ordinary pressures, it will sublime, but if the pressure is only marginally greater, the graphite will be converted slowly to a previously unknown form of carbon called for the time being at least, carbene. What happens, it appears, is that

the sheets of carbon atoms in graphite break up into chain-like molecules in which successive pairs of carbon atoms are held together by what the chemists know as triple bonds as in acetylene molecules.

Carbyne is a solid and, in the nature of things, its chain-like molecules are of random length. Dr A. G. Whittaker, of the Aerospace Corporation in California, says (in *Science*, May 19) that some forms of this material are harder than the synthetic material boron nitride, so far the hardest of all solid substances. That is one reason, no doubt, why his company is interested in his research. Others will quickly recognize that carbene may be a better starting point for the manufacture of synthetic diamonds than has been found so far.

There is also a new form of sulphur, discovered at the United States Army's explosives laboratory at Dover, New Jersey. In an article in the same issue of *Science*, C. C. Vezzoli and James Abel report that the controlled decomposition at high pressures of the usually explosive compound of sulphur and nitrogen with the chemical formula S_8N_8 yields a new form of solid sulphur which apparently consists of chain-like molecules.

That the solid thus formed is different from the other forms of sulphur known is attested by its physical properties: its insolubility in carbon disulphide and by X-ray diffraction, but there appear to be few guesses how its molecular structure is arranged. Plainly, however, it is yet another item in the O-level student's list.

Now fission. We all know that nuclear power has been made possible by the discovery of the nucleus of uranium isotopes break up spontaneously but even more rapidly when they acquire an extra neutron, and it is not especially surprising that some isotopes of elements such as bismuth and mercury will undergo nuclear fission as they are bombarded with exotic particles such as pions. After all, these nuclei are almost as massive as those of uranium.

The latest issue of *Physical Review Letters* (May 8), however, contains an account by a group of



Is it all half as old as was thought?

physicists at the University of Toronto of how it is possible to stimulate artificially the fission of the nucleus of magnesium-24 simply by bombarding it with electrons with an energy corresponding to 35 million volts or thereabouts. The explanation, it seems, is that there is little to choose between the energy of a magnesium-24 nucleus and that of a pair of carbon-12 nuclei, and that the addition of a single energetic electron is sufficient to convert the first into the second.

The transition is not frequent, but fortunately there are convenient techniques for recognizing the carbon nuclei produced. The interest of this investigation has nothing to do with the commercial exploitation of nuclear energy—rather, the technique promises to be a valuable way of investigating the details of nuclear structure.

Finally, there is a surprise about the way in which earlier generations used to keep a calendar. Monuments such as Stonehenge have shown how our predecessors, perhaps 5,000 years ago, used to anticipate the recurrence of the seasons by recording the positions of sunrise and sunset with the help of their megalithic monuments. How did other people manage?

In many ways, it seems, they were even more sophisticated. B. M. Lynch and L. H. Robbins, of the Michigan State University, describe in the current issue of *Science* (May

19) an investigation of standing stones in northern Ireland which has apparently been the work of the same group of people who lived there more than 4,000 years ago. The stones are arranged in a circle, and the investigation has shown that the stones are aligned with the sun at the summer and winter solstices.

The hunt for the stones was in itself an interesting story. Easter Chasite tribes in northern Kenya have a tradition that the names of the stones are linked with the names of the Pleistocene. A. J. A. Allen, of the University of Cambridge, has been investigating the stones and has found that they are aligned with the sun at the summer and winter solstices.

Eventually, 200 miles away from the border with the sea, a detailed investigation of the stones standing in the landscape has revealed that the stones are aligned with the sun at the summer and winter solstices. The stones are arranged in a circle, and the investigation has shown that the stones are aligned with the sun at the summer and winter solstices.

Another ladder for golfers to climb

by Stanley Levenson

No sooner had the well-established Links schools golf tournament reached its climax than a new golf competition for schools was under way.

With the backing of Coca-Cola, and having been sponsoring golf in England for the past five years, the recently formed English Schools' Golf Association has begun a new venture which will administer an international match between Scotland and England next month.

It is a rival to the Aer Lingus event, which is organized by the Golf Foundation and which has helped the schools association in its work. Indeed, the foundation's director, Mr George McPartlin, is the association's president.

The new competition's first major stage was reached last week when the South of England championships were held at the second round of the Links schools golf tournament. The winners of the tournament were the South of England team, who won the title by a margin of 18 strokes (73-74) over 36 holes.

identical rounds. The tie was broken by taking the better score over the back nine of the second round. Only a shot further back in third place was Louis Watcham (Bedfordshire) with 75 and 73.

The top 12 now go into the all-England final at Little Aston, Birmingham, on June 18, when they will oppose the top 12 from the North to decide the English team. The Northerners are in action today at Tyneside Golf Club, Newcastle, where they will play 36 holes.

Scotland's team will be decided at Carnoustie on June 12 and the international against England, four-man and singles, will be staged at Crowtham Heath Golf Club, Sussex, on June 26.

Mr Ron Snell, who teaches technical studies at Whitcham Comprehensive School, Newcastle upon Tyne, but in the Gateshead education authority, is the English Schools' Golf Association secretary, and Mr John Smith, head of PE at Hastings Grammar School, is the chairman.

Table tennis team for Turkey

Malcolm Green, of Shrewsbury Technical College, is one of the school's table tennis team, chosen by the English Schools' Table Tennis Association to compete in the European Scholastic Games in Turkey in July.

Although Green is the only champion among them, all seven players are of considerable skill. The team is made up of seven players, including Green, who is a member of the Shrewsbury Table Tennis Club, and a number of other players from the school.

'Colourblind' primaries warned to act on race

by Caroline Haydon

Racial antagonism is widespread at primary as well as secondary level according to Mr Robert Jeffcoate, the Birmingham teacher at the centre of the controversy over the Schools Council project *Education for a multi-racial society*.

Criticizing primary teachers for failing to face up to reality, he says that "white 10 and 11-year-olds are capable of writing and spoken utterances bearing the hallmarks of full-blown racism".

Mr Jeffcoate, editor of the Schools Council report, alleged to have been quoted as saying that "black people should not be allowed to go to school because they are inferior to white children".

He said that the Schools Council report maintained that "black people should not be allowed to go to school because they are inferior to white children".

Such a school found confirmation for its sentimental colourblindness in the fact that there was more inter-racial mixing and friendship among five-year-olds than 15-year-olds.

But schools should "resist the temptation to rest content with piecemeal gestures or curriculum tinkering. What is demanded is a total response throughout British education".

Schools were under an obligation to show pupils, parents and the local community where they stood on race by developing unambiguously multi-racial policies. That meant an end to all white syllabuses, to the disappearance of minority languages, faiths and cultures, and to streaming and banding systems which consigned black children to the bottom end.

When it is established, should prove more promising for ethnic minorities, the Commission for Racial Equality has told broadcast authorities and the Government more programmes to meet the acute needs of Asian children and young people.

Two-thirds of those who listened to the radio said they tuned in regularly to ethnic minority programmes.

Broadcasting was important in helping Asian women improve their fluency in English and in breaking down feelings of alienation, it was felt. Eighty-four per cent said more language programmes were needed.

Who Times in to What? Commission for Racial Equality, Elliot House, 18/12 Alington St, London, E1.2G.



Cool head: J. Lundells, Scotland (right) beats J. Bolton in the air.

England well on top

England's under-15 team continued their tradition of attacking football with a clear 3-0 victory over Scotland in the showpiece friendly at Wembley last Saturday.

There was much to encourage England's professional manager, Ron Greenwood, for the boys played the sort of flowing football he tries to encourage in the senior team, particularly the two wingers, Terry Gibson and Ian Muir, who were always on the attack.

Gibson (Highams Park School, London), Muir (Calendon Castle School, Coventry) and Jim Bolton (Garth High School, London) were the scorers.

Shaun Brooks (Barclay School, Stevenage), the England captain, and Scotland's Jimmy McIntyre (Auchinleck Cad Academy, Ayr) were two other outstanding players.

The attendance of 61,000 was 11,000 more than turned up to watch England play Northern Ireland in a British championship match 10 days earlier.

Newham schools were easy winners of the English Schools' Football Association inter-association final against fellow-Londoners, Ealing. After taking the first leg 5-0 at Ealing, Newham, in their own territory, were 1-0 winners for a 6-0 aggregate.

The Sheffield Association of Youth Clubs team beat Cambridge-shire 2-0 in the final of the National Association of Youth Clubs championship at Nuneaton.

The Sheffield team was a representative one and Cambridgeshire (Auchinleck Cad Academy, Ayr) were two other outstanding players.

Gymnasts' eyes on Moscow

The road to Moscow for ambitious gymnasts begins at the Crystal Palace, London, on Sunday when 11 boys and 11 girls contest the finals of the *Daily Mirror* scholarship competition.

Prize for the two winners is a month at the famous Vladimir school, training alongside young Soviet gymnasts and their expert coaches.

Jackie Bevan, 15, from North Salford High School, is expected to win the girls' event. She was runner-up in the All-England schools championships, and also in the vault competition of the British women's apparatus championships.

Cathy Bridge (Notre Dame High School, Plymouth), has credentials almost as good. Cathy, 14, is the reigning vault champion in the British White competition and the Devon under-15 overall champion.

If either of these girls slips up, there is 15-year-old Julie Stewart (Woodford High School, Essex) ready and willing to take first place if she can fulfil the promise she has shown. Julie is the Eastern Counties junior champion.

Most experienced of the boys is 15-year-old Richard Wyrwas (St Michael's Comprehensive School, Middlesbrough), who is competing in his third scholarship final. He came third in 1976 and, only two months after recovering from a broken ankle, came fourth in last year's event.

Champions

Borough Road College, London, became the unofficial British students athletic champions when they beat Loughborough students by 119 points to 100 points. They had previously beaten Oxford, Cumbria, and Birmingham Universities.

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In brief

Alarms save 60%

Break-ins at schools can be cut by a quarter and the cost of such crimes cut by 60% according to figures collected in Kent. A sample of 38 schools in the county showed that in the year after alarms were installed break-ins dropped from 83 to 62, and the cost of damage dropped from £5,000 to under £2,000.

Power bills slashed

Fembroke College, Cambridge is likely to save about £19,500 this year as the result of an energy conservation scheme.

Camp for handicapped

A national camp for older mentally handicapped managers will be held at Rylands Wood, Addington, Croydon from June 17 to June 24. The camp is the second of its kind to be organised. Details from: National Camp for the Mentally Handicapped, Croydon Social Services Department, 23 Guildford Road, Croydon CR9 3BB.

Engene Onegin

by Alexander Pushkin

Translated into English verse by Charles Johnston

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These have been two recent editions, he says, which appear to demonstrate that purchasing authorities were willing to look at almost any opportunity to do the same on the continent. Says Mr John Savage, director of the BEBA:

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EEC ruling on equipment brings fears

An EEC directive aimed at encouraging competition over public supply contracts could work to the disadvantage of British school equipment manufacturers, says the British Educational Equipment Association.

The directive states that from July 1, public authorities will be obliged to advertise contracts worth more than £130,000 in the EEC *Official Journal* and lay down guidelines for tendering and for awarding contracts.

British manufacturers point out, however, that purchasing systems in other EEC countries often differ markedly from that in Britain. In this country more and more authorities

are turning to the private sector for equipment. This means that while continental manufacturers will have the chance to tender for large British orders, British manufacturers will not have the same opportunity to do the same on the continent. Says Mr John Savage, director of the BEBA:

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Streaming urged to save talents of highly gifted

Special classes for the highly gifted should be set up in some schools in order to prevent a continuing deterioration in standards at all levels, especially in languages and mathematics.

This conclusion comes from Mr David Hopkinson, a former member of Her Majesty's Inspectorate, in a book published last week, *The Education of Gifted Children*. We should be taking a new look at the old and controversial issue of streaming, setting and testing pupils, he says.

There is a tendency for too many teachers in the state sector to suppress the whole question of special treatment for special ability. Nearly every maintained secondary school has a teacher in

charge of remedial education but few, if any, have a similar post for the opposite end of the ability range.

"The greatest problem raised by making a special case of school uniform and obligatory is that a kind of mediocrity tends to be established and the standards set, and expectations entertained, are those of the average pupil. For average or below average pupils, the school can do a great deal to help them. For the highly gifted, the school can do very little. The needs of the highly gifted are ignored—able children from homes lacking in educational ambition, and girls of all social classes with the potential to do very well in maths and science.

The Education of Gifted Children. By David Hopkinson, Woburn Press, £7.50.

Daughter of unmarried parents banned

A 12-year-old girl, Rita Atkinson, who lives with her father in Ribblesdale, Preston, was told a place would be available for her daughter in June. But when she explained that her mother was a single parent, the place was refused.

Atkinson's mother, Mrs. Atkinson, who lives with her father in Ribblesdale, Preston, was told a place would be available for her daughter in June. But when she explained that her mother was a single parent, the place was refused.

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OU to expand programme of masters' degrees

Higher degrees research are planned by the University. A survey last year showed that 52 per cent of teachers in primary schools were qualified with a master's degree. The University of Oxford is planning to expand its programme of masters' degrees in education.

One 10-year-old child, who was quoted in the Schools Council report, alleged to have been quoted as saying that "black people should not be allowed to go to school because they are inferior to white children".

He said that the Schools Council report maintained that "black people should not be allowed to go to school because they are inferior to white children".

When it is established, should prove more promising for ethnic minorities, the Commission for Racial Equality has told broadcast authorities and the Government more programmes to meet the acute needs of Asian children and young people.

Two-thirds of those who listened to the radio said they tuned in regularly to ethnic minority programmes.

Broadcasting was important in helping Asian women improve their fluency in English and in breaking down feelings of alienation, it was felt. Eighty-four per cent said more language programmes were needed.

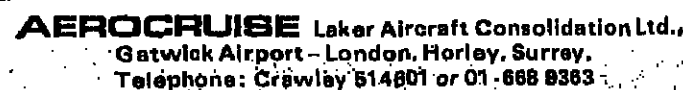
Who Times in to What? Commission for Racial Equality, Elliot House, 18/12 Alington St, London, E1.2G.

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In praise of competition

David Hopkinson, a former HMI, argues that rank and file teachers must pay more attention to what parents and pupils want out of schools

A. S. Neill was much exercised over the question of smoking by his Summerhill pupils. To Cornell Price, first head of the Imperial Service College, this, according to Kipling, his most distinguished former pupil, was no problem.

Senior boys were allowed to smoke their pipes out of doors, because Price faced the competition of the crammers, who also prepared boys for their imperial responsibilities. Furthermore, experience showed that the seniors vigorously protected this particular privilege from any encroachment by their juniors. School policy was practical, even commercial, and in a sense pupil-controlled.

Today a paternalistic type of management, and a protective screen to ward off the effects of competition, are notable features of maintained schools. Foreign visitors, in my experience, always note them. There can be no doubt that free competition between educational establishments and democratic rights for parents and pupils are still viewed with deep suspicion.

Often, however, we seem to visitors to be fertile in ideas if slow to change our practices. Thus, ideas which perhaps sustain some misty outline of a new scene are to be found in the suggestion that parental choice might be enlarged by the issue of education vouchers, and in the Taylor Committee's recommendations on a new type of governing body for schools.

The proposal that parents and teachers—and if legal difficulties were overcome, even pupils—should be represented on a governing body, is a suggestion which scarcely seems revolutionary, but we are in that period preceding all reforms—for example women's suffrage—in which our susceptibilities and entrenched vested interests organize their predictably obstructive responses.

The first aim of reformers must be to convince rank and file teachers they should pay more attention to what parents and pupils want out of schools, and less to what politicians, industrialists, sociologists, economists, civil servants and local administrators want. If teachers could identify with those for whom schools are provided rather than with those who provide the schools, the educational climate could change rapidly.

Bound up with the education of children is the education of parents, in which schools have also a part to play, as, too, have the women's magazines and other commercial enterprises. A teacher-parent partnership could be the means of securing a larger national investment in education, and more realistic plans for educational development.

The great hope, as Michael Young foresaw 20 years ago, lies in the women's movement. It is women, as parents and teachers, who sustain the pressure groups on the educational scene. Theirs tends to be the empirical approach, attaching primary importance to the claims of the individual. It was the parent-teacher axis that ended the 11-plus, refusing to be humbugged by pious injunctions to afford parity of esteem to the types of secondary school set up by the 1944 Act.

The humbug implicit in the idea that, as all comprehensive schools are equal, parents should be discouraged from seeking admissions to some and recoiling from allocation to others, must inevitably also be exposed for what it is. In the end, too, old-fashioned education authorities won't get away with blank rejection of local initiatives to provide, or to seek, unorthodox independent alternatives to the main stream.

One simple way of making schools more responsive to the needs and wishes of parents would be to sweep away their defences against competition. But the paternalism of our administrative system and its idolization of high technology (how many free schools could have been grant-aided from the ILEA's expenditure on closed circuit television?) will take a time to overcome.

Perhaps the factor which must govern the immediate future is the attitude of heads. Sadly, not enough, and probably a decreasing number, are women. What school pupils and college students actually do depends both on themselves and on the school or college staff. What they learn is the product of student and teacher energies. But the overall control of the arrangements made for doing and learning rests with the head teacher.

Heads' style of management evolves in accordance with the way they establish priorities among the many functions allotted to them. In this vital area of judgment there should be means by which parents, and indeed pupils, can exercise an influence. This is the simple truism underlying the complex network of suggestions in the Taylor report.

Broadly speaking, a head will tend to attach priority either to good housekeeping (a school smoothly run and well equipped) or to the idea of satisfying parents and pupils by offering them what will in their professional judgment provide them with long-term satisfactions. It is because the style of management control varies so greatly that parents should

be conceded rights of choice, and encouraged to exercise them. If they were to use their rights with a discreet understanding of what schools can reasonably be expected to do, they would make the work of teachers easier and more profitable.

The most impressive of teachers are those who effectively teach parent as well as child. An effective school has on its side the confidence of the community, which could mean either a local neighbourhood or a scattered but specific social group, is more important than anything that results from the measurement of standards.

Left-wing opinion sometimes tends to want children to be confined in a standardized school and right-wing opinion to confine teachers to preparing pupils for standardized tests. There is a patronizing attitude revealed in both views.

We must not allow to the unenlightened any alternative to what we know to be right and proper for their children and for our society. If a school can satisfy its pupils and their parents, need its unorthodoxy worry anyone, provided there is no gross waste of public money and, more important, that an alternative is open to those who crave the standard product?

Schools and education authorities tend to see parents either as potential nuisances to be kept at bay; or as patients or clients, granted occasional brief opportunities for acquiring the benefits which flow from superior professional wisdom; or, all too rarely, as customers. Pupils are seen as protected persons, somewhere between prisoners and pensioners, prevented by their infirmities (or their misdemeanours) from discharging the duties and exercising the rights of full citizens.

It is not of the first importance that the rights of parents and pupils should be formally registered in legislation. On the whole, the less legislation about

schools and colleges the better they do their job. Few entertained great expectations from the prospect of a Short Act or a Thatcher Act. Far more significant would be the continued growth of a leaning towards liberalism, a readiness to promote flexibility in the system, recognizing differences between pupils, and offering educational diversity to match the needs of the individual.

Teachers with this kind of outlook can in no time convert a stuffy, rigid institution, which insulates itself from competition and deliberately restricts the opportunities of its students in the interests of some cherished abstraction like equality, into a community in which individuals have rights, where students are self-paced and self-motivated in the style of the Open University or a good nursery class. At present such possibilities are more often realized in the college of further education and the sixth-form college than in comprehensive schools—but need that always be the case?

It will depend on whether schools can learn to live in the present and provide what parents and pupils want. Many parents simply want to be sure of a place for their child in the neighbourhood school, but many others want a choice of school, and assistance to meet some of the cost which might be involved. Many will want to switch schools or obtain some other redress if the allotment or their first choice proves unsuited to their children.

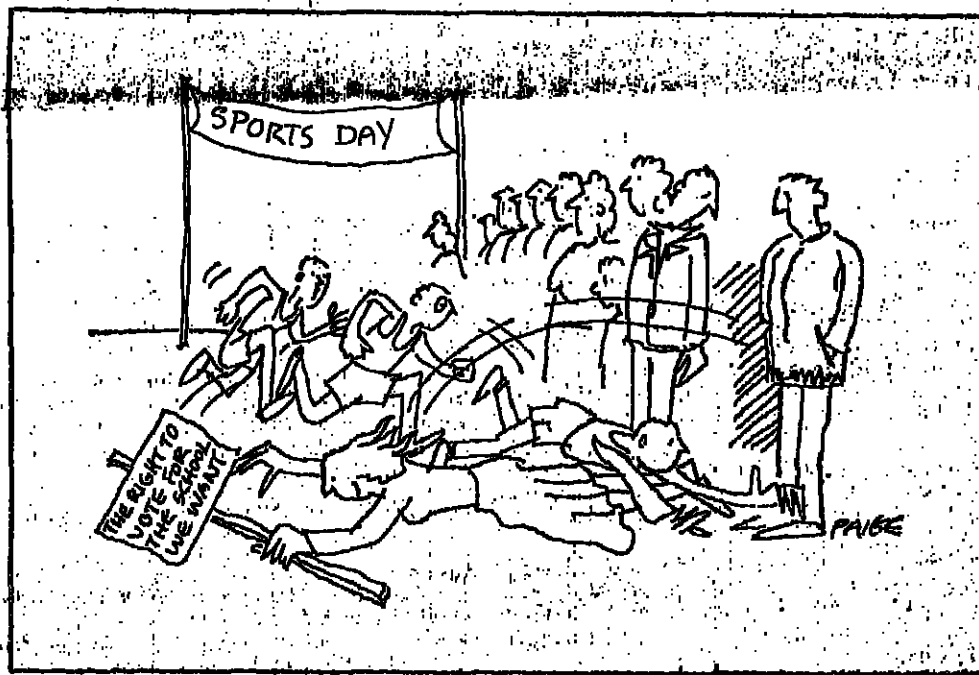
Parents want schools to be conducted as purposeful, orderly and business-like enterprises in which careful (and honest) records of their children's progress are maintained, and are made available to them for comment. Many parents want their point of view to be represented by right on the school's governing body.

The basic right of pupils must likely be denied them in the present climate, is that of having their special abilities recognized, and being allowed to influence the style and content of their education. Thus all pupils should enjoy a right to the specialist services of specialist teachers. If this is not available in their own school, then they should have the right to compete for it in other schools, including those in the private sector.

By a fixed point—perhaps the fifteenth birthday—pupils must exercise a choice over part at least of their curriculum; and at that point, if they can justify their claim, they should have the right to the resources of any school or college to which they can obtain access, part-time or full-time, or to approved on-the-job training.

All these and other arrangements, such as for those in need of boarding education, could be made within the framework of a comprehensive system, provided that types and degrees of talent were recognized by all, and a cooperative, free trade relationship existed between schools themselves, the school and further education systems, and the public and private sectors.

David Hopkinson is editor of *Standards and the School Curriculum: Analysis and Suggestions* from H.M.I. Inspectors, published this week by Ward Lock Educational (£2.50).



What did you do in school today?

While politicians argue about standards and administrators carry on cutting, life inside school carries on. The staff at South View County Junior School in Basingstoke have been looking at their everyday experience by keeping a record of just one of their working weeks. Photographs by Michael Abrahams.

South View junior school is set in the new town of Basingstoke, Hampshire. In its 23 years it has seen enormous growth in the town, mainly during the last 12 years. New Basingstoke is a London new development town, and has many of the attendant problems of a new town. The extended family has been shattered, and though efforts are being made to unite the community, the town has yet to find any of the pleasantness of maturity.

The buildings of the school expanded, as numbers increased, in three sections. The original block was added to by two Terrapin buildings and then a four classroom SCOLA block was added. Our numbers are now decreasing slightly, and we have about 450 children on roll. The children are grouped together in the first two years and third and fourth years in the Terrapins and the SCOLA block respectively. Each group of teachers has a year leader.

Without the help of displays, the poorly designed long corridors and older classrooms have a cold institutional feel, an atmosphere which we set out deliberately to improve upon. Everyone is involved in giving the school a warm and caring feel, with displays of work in many areas. We feel that children's work should be valued, and try to show them the importance we attach to it by displaying it with care. A teacher is in charge of display throughout the school.

Our school is built on relationships, and it is from this pivot that all things start. Fortunately, our philosophy runs parallel to our contributory infant school, so by the time the children reach our school we hope they view us not only as teachers, but as caring grown-ups who value them as people. We have a wide but firm structure, and within this we hope the children are given room to grow, to experiment with limited freedom and to start along the road to self-discipline—childish discipline though it might be.

Within the relationships we try to foster confidence in the children, confidence in themselves and confidence that they are worthwhile people. Before working out the week's diary set out here, the staff had been conducting a series of sessions on 'Teacher's expectations' and 'Children's expectations'. This work and the evidence we studied were sobering, and led to some re-evaluation of our approach.

South View is a school still forming its philosophy to suit the children it serves. To facilitate this we have a regular series of staff meetings for different purposes, for administration and planning, and for in-service training. All staff, including the head, are encouraged to look inward at their practice. Hopefully this is done in a creative and not critical way. We believe that children and staff grow at whatever level of experience.

The day-to-day routine is much the same as in any school, although we do vary from some in the choice we allow the children. Basically, the day begins at 8.30 am, though school time starts at 8.50. Children are allowed into the building from 8.30 when staff are preparing for the day ahead. The children are given



this opportunity provided they are sensible. The school runs on trust, and children are given a limited and appropriate choice during the day.

It is unlikely that you could call any week typical at the school. This diary came out of a week we chose at random, Jenni. "This week saw the start of a new emphasis in the method of my teaching, namely a positive attitude towards the children's work and their behaviour, and my form of correcting."

"I find it so easy to spend all my day nagging and grumbling at the children, that by the end of the day the class aren't even listening. So after having had a pop at on positive thinking the previous week, I decided to give it a go."

"When I have stopped the children for being noisy, instead of moaning at the noisy ones, I have tried to draw the children's attention to those who are working hard, and praise them instead. I've tried to turn a blind eye to those naughty children who gain my attention by their misbehaviour, and make a fuss of those who are usually quiet, hardworking and obedient."

"I think the children have picked up on this, and are responding, and I don't feel half as old as I feel myself. The only bad thing about it is I have spent a fortune in stars and stickers for their books."

Carolanne: "Monday morning and a fourth year project group. We visited a local Tudor mansion of great historical and architectural interest in mid-September. It's now mid-October and still no inspired work has resulted. So this morning we will have a few words."

"Burska: It is something, has worked. I am amazed. After spending three weeks half-heartedly following up the visit, the group has suddenly seen the light and are off."

"Friday, and vast quantities of information, well recorded material, has appeared every available minute having been spent working feverishly towards this end."



"The children in this school can be relied on to do the unexpected, and make you smile just when you felt like giving up."

Gill and Yvonne: "This week was a busy one, and with so much to get through one class of children made a joint decision to work in silence for much of one morning, while completing assignment work. On Monday we continued a follow-up television programme about teeth—nearly everyone had kept their teeth care schedule over the weekend. During lunch time the first testing of BAGA awards took place with the gymnastic club."

"The psychologist made his third visit about Charles, who is socially and emotionally immature. Charles was away, but a specific sheet and programme has been worked out to modify his behaviour. On Tuesday Charles returned, so I introduced him to the sheet, which involves us noting at intervals when he hasn't exhibited five examples of disapproved behaviour. He reacted well, and achieved success throughout the day."

"On Tuesday the record sleeve for our school's long-playing record was collected from the printers. Tony's (head) help was sought for final decisions over the type of print needed on the back of the cover."

"Later in the week a mother came to discuss her daughter's moodiness, and this was followed up the next day. "Hallowe'en is in full swing, and spare time has been spent arranging a Disco and printing tickets for it. On Thursday we wrote with poems and made up spells. After this four children dressed up as ghosts to sell disco tickets. One returned disappointed, as he kept falling over his sheet."

Rosemary: "More art than usual this week, as we are doing a Hallowe'en theme for class and hall. Main activity—witches' heads from boxes—started on Tuesday. Some children made eyes, mouths, and

noses from papier mache, and either painted them on, or made them from sugar paper and tissue paper."

"This led to some maths work, as the children had forgotten how to use compasses. We had a general discussion on the best way to estimate the diameter of the circle needed to make the hat on any given box. This went on throughout rest of week."

"Wednesday: Had a discussion on games they play in streets and parks. Stimulus was an excerpt from *The Games*, which I read to them. The discussion was lively and a sensible question was shown towards the more dangerous activities. They were not so aware of the nuisance effect of some of the games though, except for the skateboarders."

"Thursday: the whole class along to the music room for a short results of work done. The task was to produce a short 'In sound', from which the listener imagine what was happening. Both had chosen a 'Graveyard' and 'Murder' as a theme. The sounds were well chosen and well controlled in timing and volume. Groups now wish to try a similar."

Chels: "The week started well. Before I had reached my class, a parent of one of the children was in the low-intensity topic was interested, but the rest of the family. The topics that she selected, spiders and the weather, which has been involved in for the past weeks, and I carried on through."

Monday was a day of quiet. I took the opportunity to measure the visibility of the children, as the children were at the station of walking away from other until one could see the



other, and then measuring the distance between the two. It was interesting how much clearer the concept of visibility became once each child had measured their own 'visibility'. Some had to be reminded that they were measuring in metre, not centimetre, units.

"Several problems arose from the exercise. One was that lunch intervened in the proceedings, and some children had to remove their marked areas in the afternoon. Of course the fog had cleared by then, and so the actual measurement could not be retaken, only the markers could be used. The trouble was that the markers were in such a position that it meant measuring across a game of football, which did not deter the children, but did deter the footballers. Another was how a PVC covered tape became torn measuring the field. Apparently someone tried to use it as a tightrope."

Angela: "Is there such thing as a typical week for a teacher entrusted with 31 children, each with their own abilities and interests? One less able child 'shines' during a project on electricity, another quiet pupil suddenly displays astounding knowledge of Concordance."

"One battles not only against time but also external factors. An organised cookery lesson spoilt by pupils seconded to the sports field and missing equipment. Insufficient time in the third year to bring all reading ages up to their corresponding chronological age."

"When a child's pronunciation of words ('I sleep on a pillar') is not correct, how can I expect their spelling to be up to standard? One has to convey not only academic knowledge but tact, organisation and communication with peers. My closest ally this week was 'Worms! Gumbridge', an inspiration for English and art."

Margaret, Kathleen, Marion (helpers): "We have tried even harder this week in our efforts for positive thinking after reading an extract on this subject. The success of this attitude with slower learners is most gratifying. Activity after-noon are proving popular and enjoyable, enabling children from different classes to work together on projects not connected with the normal work."

"The sound of a spider crawling through the building of giant webs inhabited by from the old ghost or two, is proof that Hallowe'en is nearly here. The visiting of classrooms has become an adventure due to the building of giant webs inhabited by hundreds of large fat spiders. Some of the ideas for the Hallowe'en Ugly Cake competition being banded about show how this has caught the imagination of all the school."

Lynne: "I have been based in the school for one year in order to assess the value of 'Distar', a programmed learning system produced by SRA, compared to traditional remedial reading methods. This is part of an experiment financed by Hampshire County Council, involving 60 children in Basingstoke schools who have failed to learn to read by conventional methods, and three teachers."

I take 20 children altogether, 10 being taught by each method. The children who are nine or 10 come to me in matched groups of five, for 30 minutes daily. In the traditional groups the emphasis is on structured teaching of phonics using a wide variety of proven material.



"So far, after one term, the progress made by the children in both groups is encouraging, and they are obviously benefiting from daily individual attention. Which method will prove to be the most successful remains to be seen."

Jon: "Our normal curriculum work included 'World Air Trip' which contains 20 cities, each city constituting a specific task the child completes before travelling on. Upon completion the child will have done something worth while on the humanities, art/craft, science, research in books, hand writing, learnt their tables thoroughly, and derived great pleasure from it."

"In addition to normal curriculum work, other areas of child development are taking place. For example, the children's own idea of their achievement as opposed to what they can really do. Children are taught by their peers how to operate a tape recorder and record their reading skills, listen to the result, and give a fair and valid criticism of what they hear."

"During this week the class were involved in a practical lesson on disability. First, loss of sight sharpened sense of hearing, then loss of hearing sharpened sense of touch. Maths, and of legs, speech and sight caused more problems to be solved. This caused quite a stir of interest among the children, and we will continue with it next week."

Richard: "The importance of teacher expectation of children, their work and progress. I have been involved in this as deputy head, and try to put it into practice during the week."

9.00 am! Please try hard because after your assembly the head will be out and I may be called for from time to time. Remember you have to complete your language work, SRA, maths and symmetrical patterns today. This afternoon you have 'activities' (a self-selection group activity involving 130 pupils). Sorry I didn't see you earlier, I had two mums come to talk about their children."

"Who needs help with —?" "Sir, there's a message." (A leaping radiator—stop flow—contact plumber.) "Afternoon. Now then—how are —?" "Sir, you haven't chosen the supporters yet, and the coach is here."



"I've been sent to show you my work 'cos my teacher's pleased with it."

"We chose to stay in at lunch time and finish our work, so we've started this."

"Sir, as you were busy we've set the hall out for music for you."

"I couldn't find the answer book so I borrowed one. I'm just taking it back."

"3.25 pm: Another message sir."

Return at the end of the day to find a tidied classroom and 32 completed pieces of work. What super children they are!

Nancy: "Time the enemy. Having kept a fairly comprehensive diary of the past school week, I thought it might prove a useful exercise to break down the total time to see how it was spent."

"I found that registration, dinner money etc, took 40 minutes. Six hours were spent on class discussions and assemblies; two-thirds of this first thing in the morning, and the remainder at the end of the day."

"English work throughout the week accounted for another five hours. Most of this was individual and needed one-to-one attention. But, time always, better. Another of the basic subjects, mathematics, took four hours with the addition of two hours for a class project on symmetry."

"We should hear children read as often as possible, and during the week I heard five backward readers every day; another hour and a quarter used. A mum listened to other children and recorded the remainder for me to hear at home. The games lesson lasted for an hour, including the preparation for it."

"Only four and a quarter hours was left for PE, drama, topic, science, art, handwriting, and interruptions as organisational notes are brought round to be read. Three mums visited to talk to me during the week."

Tony: "In common with many schools, parents are invited to many activities throughout the year including an open evening each term. They are also encouraged to think of the school as their school, and to come to talk to us at any time. Many do, though not always the

parents we really want to see. We would like closer ties with our parents and try hard to break down barriers, although as yet we are not completely successful."

Tess: "How did today go?" "Asks my husband. "Should I start at the beginning and tell him how I overcame human weakness and went straight to my class room at 8.30 am instead of heading for the staff room and conversation with colleagues?"

"Perhaps I could tell him how my carefully laid plans were wrecked by the weather. We have interesting views from our windows, and I had intended a group of children to use them for stimulus in writing and painting. This morning's fog had turned them into 10 grey rectangles! However, the group went outside instead, and returned to produce some lovely work on cobwebs and fog. Most children are naturally adaptable. Teachers must learn to be so."

"Would he be interested to hear about our group assembly? I was grateful when my class lined up willingly. I take the assembly, and it would be discouraging if they groaned at the prospect! Today was show-day, and as the children are always appreciative of each others' work, it was an easy assembly to take."

"I don't think he would be interested in the spitted semolina, or the episode of the starving spider, or the Nasty Cake Competition."

"Should I mention Sonia? She has a hard time at home and I imagine she had a rough weekend. She sat on her own looking grey and strained, desperately trying to concentrate on her work, until I sent her into the quiet corner to relax with a book."

"Or the mother who came in to talk about her son and ended up telling me about her own problems?"

"Or the child who did two pages of sums in base three as if it were base 10?"

"Or the boy who had been somewhat uncooperative who brought me a bunch of flowers."

"Of or was alright?" I answer. "Nothing much happened."

Jenni Co Life

24 Environmental studies

Preparation for life

Sean Carson on environmental education in the sixth form

In the current consideration of the sixth-form curriculum is reflected a concern that many students follow too narrow and specialized courses. Further anxieties are whether their studies are really the best preparation for life and for higher education opportunities and whether academic standards are adequate.

Environmental studies was originally developed in response to increasing social concern for the quality of the environment and in order to provide a qualification suitable for entry to higher education and certain career opportunities. It represents the sole example in English education of the development of a school based teacher development course into an accepted academic subject at A level (other new developments have all come "down" from higher education). It is therefore well grounded in practice.

Why does it matter? There is no need for environmentalists to search for reasons to justify their study. It can be considered on a number of levels. If we make the very reasonable assumption that sixth form education is prepared for life as it really is, then they should be directed to consider the major problems which they will have to face in society.

Prominent among these are the major concerns of the environment: local, regional and planetary. The most serious is the human population growth rate. The United Nations recently calculated a figure of 8,000 million by 2013 (35 years). United Kingdom Government forecasts have suggested that by that year the world will have reached the limit of its available drinking water and food supplies. And the population will add a further 4,000 million in the next 15 years after that. Technological societies may learn to control their population levels before then, but the rest of the world will not.

This awesome fact is associated with the rate at which finite reserves of fuel and materials are being used up. A western citizen in his lifetime uses about 200 times the resources needed by an eastern peasant. Renewable resources are being exploited to beyond the limits of replacement already—and the pressure is only just beginning.

The implications of these clear prognostications for every field of human experience are such that values must be questioned. Within our own European region—and in Britain—the immediate problems relate to the ever increasing pressure on land, to alternative energy resources, to the control of industrial pollution, to the planning of towns and cities and to the conservation of wildlife, of landscape and of historic or aesthetically valuable buildings.

At a local level the conflicts arising out of such pressures will constantly be experienced. Local planning decisions affect the personal and business lives of everyone and require the intelligent participation of the public. Local action is needed to preserve our heritage of buildings, of wildlife, of landscape and of historic or aesthetically valuable buildings.

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The advantage of a high viewpoint for environmental studies: the river Stude at Richmond in Yorkshire.

in universities, as well as almost 200 courses in specialized subjects where an environmental element is important in both types of institution, and all of these will accept environmental studies at A level.

They cover environmental health, architecture and engineering, geology, geography and biology, chemistry, planning and urban studies, landscape architecture, estate management and housing. Non-graduate (A level) entry to careers in forestry, geology, estate management, landscape architecture, recreation services, planning, surveying and the like are also available.

There are also 30 courses for intending teachers, mostly offering BEd or other degrees. Examination syllabuses for one-year courses in sixth forms also exist. The combined BEd and Certificate of Extended Education have been produced by the Council for Environmental Education. There is also a range of O level, including an O/A level paper, both in environmental studies and in environmental science.

Why then is environmental education so neglected in primary and middle schools as well as in higher education? The answer is that in secondary schools and particularly in sixth forms, the curriculum is too narrow and specialized. The curriculum is too narrow and specialized. The curriculum is too narrow and specialized.

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Those taking two degrees in environmental studies and environmental science as an objective major problem of human studies.

In essence all of these are widening or balancing the curriculum.

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25 Environmental studies

Cooperating in the Community

Anton Trant outlines the aims and development of the European Community Network Project in Environmental Education

The European Community Action Programme for the Environment, which was adopted in 1973, was extended in 1976 and published by the Community in a document entitled *Environment Programme 1977-1981*. The Community Action Programme is concerned with practical and important issues such as the reduction of pollution, the rational use of space and natural resources, actions to protect and improve the environment, and co-operation with non-member countries and other international organizations.

Towards the end of the document there is a chapter entitled "Promotion of Public Awareness of Environmental Problems and Education", and included in this chapter there is a statement which says that the Community will undertake to manage a network for the exchange of information on experiences gained in environmental education in pilot primary schools.

The network project is being sponsored by the Environment and Consumer Protection Service of the Commission of European Communities. For almost three years the project has been discussed by officials from the Commission and from the ministries of education of member EEC states. In February, 1977, at a meeting in Brussels it was agreed that the network project could begin.

Two aims were proposed for the network; that the schools involved would advance the range and quality of the environmental education they provide by co-operating and learning from each other's experience and that the schools would act as collecting, testing and disseminating points of environmental education materials for schools in their own countries and for the Commission of European Communities.

The first aim implied that the pilot schools would already have acquired some worthwhile expertise in the area of environmental education, and that they would be willing to share this experience with other schools in the network.

In this context, the term environmental education should be interpreted broadly as taking into account urban as well as rural areas, and involving disciplines from both social and natural sciences.

The second aim meant that the exchange of ideas and experiences between schools would be accompanied by an exchange and development of learning materials. The development of these materials, which could include audio, visual and printed matter, was envisaged as a dynamic process involving the active participation of all members of the network.

Both aims implied that the development of the network required considerable support and resources. The meeting in Brussels in February 1977 to establish a permanent advisory committee to oversee the progress of the network, was an important element of such support. So too, was the establishment of a network coordinating team.

The members of the coordinating team, which was set up in 1977 under the joint auspices of the City of Dublin Vocational Education Committee, the Department of Education and the University of Dublin, sponsors three curriculum projects for pupils aged 12 to 15 years in Irish schools. All three projects—an integrated science project, an integrated humanities project, covering English, history, geography and civics and an outdoor education project—touch on the area of environmental education.

As early as October 1976 members of the staff of the Curriculum Development Unit had begun preparing starter materials in environmental education for use in the network project. The materials were intended as a starting point in the establishment of the network and were designed to be used flexibly by both teachers and students. They offered an example of how a thematic study of environmental education could be

followed, and illustrated a wide approach to environmental problems—an approach which emphasized not only the environmental context, but also the social and cultural context. The materials provided a basis for comparative work between the participating schools in the network.

Between February and June, 1977, pilot schools and centres were nominated by the ministries of the member states of the European Community. These schools were visited by members of the coordinating team, the idea of the network project was explained, and the starter materials were discussed.

When the network was first planned it was thought advisable to keep it as small as possible—one school per member country. If the first phase of the network proved successful then the question of expanding the number of pilot schools was to be considered. As a meeting of the network advisory committee in Brussels in September, 1977, the first phase was reviewed and it was agreed that each member country could nominate two schools.

The criteria for the selection of suitable pilot schools are as follows: the age range of the pupils involved should be between nine to 11 years; there should be evidence of the school's commitment to promote environmental education; there should be a willingness on the part of the teachers to try new learning approaches in cooperation with schools from other countries.

There are at present two pilot schools participating in the network on behalf of the United Kingdom: Balgownie Primary School, Aberdeen, and Wood End Junior Mixed School, Harpenden, Hertfordshire.

Seminars for teachers representing the pilot schools of the network took place in Dublin on June 20 and 21, 1977. This was the first opportunity that the teachers had of meeting each other. The aim of the seminars was to exchange information on the work the teachers were doing in environmental education and to make suggestions for the second phase of the network project (September 1977-June 1978). Minutes of the seminars, which were held in the nine EEC member states, are being prepared.

Presentations on the theme "Environmental Education in Our Schools" were made by 11 schools. These presentations were short accounts illustrated by slides, film, audio-recordings and examples of pupils' work.

Discussion at the seminar was organized in plenary and small group sessions. There were three small groups—French-speaking, English-speaking and English-Italian-speaking. The groups met three times and discussed the concept of environmental education and the role the network might

play in its development in a European context. Their ideas and recommendations were presented at a final plenary session.

Arising from the Dublin seminar, the following operational objectives were adopted by the network advisory committee in Brussels in September, 1977:

- to encourage each pilot school and centre to embark on a study of some aspect of its local area, and that a record of the development of such a study (through slides, films, tapes, drawings, etc) be displayed at a seminar for teachers in July, 1978; assistance when required, would be given by members of the coordinating team, who would visit each school and centre three times throughout the school year 1977-78;

- to facilitate communication between schools and centres by the issuing of a newsletter;
- to explore the possibility of organizing in-service courses in environmental education for teachers;
- to encourage exchange visits between teachers;
- to organize another seminar for teachers; the proposed venue would be Hertfordshire and the time would be the first week in July, 1978; at this seminar the progress of the network during phase two would be reviewed and plans for phase three would be made.

It is expected that these five operational objectives will be satisfactorily achieved by summer 1978.

Teachers as a rule like to know in concrete terms what is expected of them, and this is the principal reason the objectives of the network are expressed in operational terms over yearly periods.

The network has also a more long-term significance. In that it provides a good starting-point for European co-operation in education. One of the goals of the European Community is to strive towards greater European unity. This goal is particularly difficult to achieve in the field of education where cultural and nationalistic differences are often emphasized to the point of obscuring our common European heritage.

Environmental education, however, offers a new point of departure. It is an area of education which is not much affected by the old ideologies. It is generating its own ideology, born of the realization that all must share the responsibility of caring for the environment. This ideology is accepted by all the member countries of the European Community; the network project represents a small effort to translate the ideology into practice.

Anton Trant is Director of the Curriculum Development Unit, School of Education, Trinity College, Dublin, and coordinator of the European Community Network Project in Environmental Education.

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Encyclopedias now come in various shapes and sizes. Multi-volume works with comprehensive indexes can be used not only for quick reference and instructive browsing but also for organized courses of study. One-volume encyclopedias are easier to handle and can be ideal for quick reference. In some cases they can also satisfy the browser but, because they are concise, they cannot rival large multi-volume works when it comes to home study courses.

Important criteria for assessing one-volume general reference works are, therefore, ease of information retrieval (particularly in the absence of an index), general attractiveness to the browser, depth of coverage, accuracy and up-to-date-ness.

A one-volume encyclopedia which scores highly on these points is *The New Hutchinson 20th Century Encyclopedia*. It contains 1,326 pages of encyclopaedic A-Z material, a 32-page colour atlas and three appendices. This encyclopedia has been in existence since 1949, but the latest edition represents a substantial revision over the last one. The number of pages has been increased and there are many new entries. The page size has been enlarged and the revised text has been reset in a more readable typeface. Most of the black and white illustrations (over 1,400 in all) are new.

There are now about 15,000 entries (totalling about one million words), including ample cross-references; and a series of spot checks

suggested that information retrieval is straightforward. Most articles are of necessary, short, but major topics are treated more fully. For example, Electricity gets one and half pages; Music, three pages; and Nuclear Energy and South Africa, about one and a half pages each. To pack in the maximum information, abbreviations are used, but their meaning is mostly clear from the context. Articles start with a terse definition of the topic in note form, but thereafter the text is easy to read. Fluent text, a readable typeface and clear photographs and artwork together fulfil the basic requirements of the browser who can, in the words of the editor, make "happy and unexpected discoveries by accident".

There are, inevitably, shortcomings, some of which result from compression. For example, research into encyclopaedic usage has shown that some entries, such as Bird, Cat, Dog and Space, are particularly popular among children under 11 years of age. But the articles on these topics get only about 11 pages, 26 lines, 15 lines and 11 pages, respectively. In fact, the *Hutchinson Encyclopedia* is most suitable for teenage and adult readers.

The revision and resetting of the text has been undertaken mostly with great care, although there are some inconsistencies. For example, in the entry on Malawi, the capital is correctly said to be Lilongwe. But in the entry on Africa and Commonwealth entries still give Zomba, the former capital. Further, there are occasional oddities, such as misplaced lines in the table of African countries and a missing line in the table of Yugoslav republics. However, these are a few blemishes in an otherwise carefully worked volume. The *Collins Concise Encyclopedia* is a new one-volume general reference work. It is on a smaller scale than the *Hutchinson* one, with 624 pages of encyclopaedic material

(600,000 words) and two appendices. The text is printed in a more compact typeface than that used by *Hutchinson*, but it scores highly in the number of entries (over 17,000) and on average, much shorter than those in the *Hutchinson Encyclopedia*. For example, Bird gets four lines; Electricity, five lines; Music, 14 lines; Nuclear Energy, three lines; South Africa, 18 lines; and Space Exploration, eight lines.

At first sight, the *Collins Concise Encyclopedia* resembles an illustrated dictionary and this impression is reinforced by the clipped, no-frills style of the text. Therefore, while it is easy to find facts, the style of the text and lack of depth make the work less attractive to the browser. However, there are more than 1,000 black and white illustrations, including useful location maps. There is an atlas section.

Up-to-date-ness is a constant ache for encyclopedia editors. Last-minute decisions as to what to draw the line are often agonising. Generally, the *Hutchinson Encyclopedia* is better on recent changes. For example, it notes the independence of Djibouti (1977), while the *Collins Concise Encyclopedia* manages only to preface Hutchinson also copies well with profusion of name changes. Africa in recent years, while the *Collins* article in the Congo River and Lake. Similarly, *Hutchinson* has an entry correctly titled Central African Empire, while *Collins* calls it Republic.

On the other hand, the *Collins* editors have a careful watch on obituary columns. They have agreed to record the deaths of Joan Crawford, Betty Hutton, Compton and Sobers are out. If MC Public Schools are only schools listed; you will look in vain for Woodberry Down. The big-bang theory, Big Ben and Big Bertha are included, but not Big-hearted Arthur, though Fred Astaire makes it.

Only the latter third of the book deals with people and events chronologically—you can find out what happened, who was born and died on every day of the year. My birthday is July 14, 1945. But however, I did not know that on that date Kruger, the Boer leader, and Adolf Stevenson died and that Muzarin and Kamelina Pankhurst were born. One can spend hours flicking through the year, enjoying such incongruities.

No doubt the most useful of these books is the *Penguin Atlas of World History*. Again, this is a bad title; under half the book consists of maps; the rest contains detailed chronological summaries. I should have preferred larger maps and shorter summaries—if, indeed, they are necessary at all. Incidentally, I wonder why *Penguin* could not find an English scholar to write the summaries. History in note form is bound to be inelegant; a creaking translation does not improve matters. Furthermore, if you expect Britain to be adequately covered, you will be disappointed.

Although it is an atlas of world history, one might expect to find Britain in Roman times and the Industrial Revolution.

The *Illustrated Book of World History* ought to be the most reliable of these fact-arsenals. In any way the book is a tour de force of virtually everything. Incongruities, though, there are incongruities. The *Illustrated Book of World History* ought to be the most reliable of these fact-arsenals. In any way the book is a tour de force of virtually everything. Incongruities, though, there are incongruities. The *Illustrated Book of World History* ought to be the most reliable of these fact-arsenals. In any way the book is a tour de force of virtually everything. Incongruities, though, there are incongruities.

This book is a tour de force of virtually everything. Incongruities, though, there are incongruities. The *Illustrated Book of World History* ought to be the most reliable of these fact-arsenals. In any way the book is a tour de force of virtually everything. Incongruities, though, there are incongruities.

Vast canvases

Richard Wilkinson

Hamlyn Dictionary of Dates and Anniversaries. Edited by J. M. Baillie. Hamlyn £3.95. 600 32927 5.

The Penguin Atlas of World History. Volume One: From the Beginning to the Eve of the French Revolution.

Volume Two: From the French Revolution to the Present.

The Illustrated Book of World History. By Margaret Sharman and Derek Wilson. Evans Brothers £6.95. 237 44827 0.

Of course E. H. Carr (*What is History?*) is right to emphasize the relationship between the historian and his facts. History is a true story, or it is nothing. Nevertheless, the diluted facts can be pretty indigestible except for reference purposes: I intend to donate my review copies to the school library.

The book which I found most entertaining is *The Hamlyn Dictionary of Dates and Anniversaries*. The title is misleading: two thirds of the book is an alphabetical list of "over 12,000 entries on important people and world events". But, Mr. Baillie and Mr. Grace are in

Cross reference

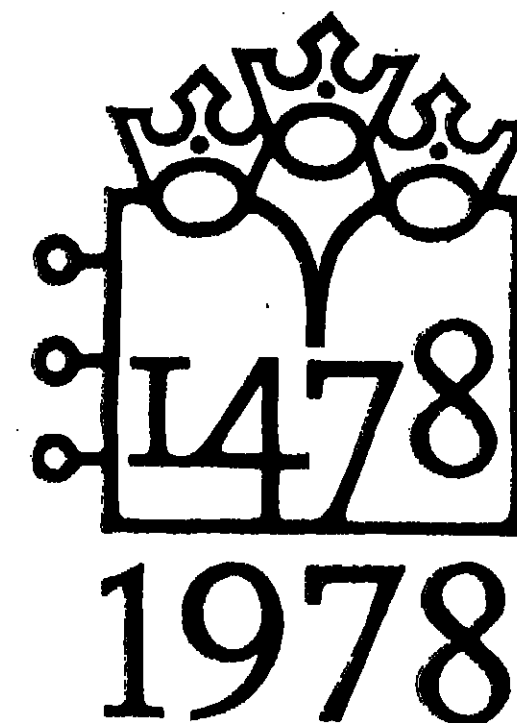
T. J. Thomas

Concise Oxford Dictionary of the Christian Church. Edited by E. A. Livingstone. Oxford University Press £7.50. 19 211549 9. £2.95. 19 263014 7.

The *Oxford Dictionary of the Christian Church*, appeared in 1957 and a second edition in 1974. The articles in the *Concise Dictionary* are, in substance, those of the parent volume, and its declared aim is to answer the questions and queries

All aspects of the Christian church, both historical and theological, are touched upon, and there are also references to the saints and to the principal theologians from the Patristic age to the twentieth century. The reader is advised to consult the larger *Oxford Dictionary* for further information on the subjects discussed. Some topics in this volume are dealt with somewhat summarily while others of less general interest are given greater coverage. Why, for example, should Nestorianism have a whole column devoted to it, but modern sects which deviate from traditional

Christianity are given only a line? And there are some who would not agree that the dogmatic movement was equated with "paganism" in dealing with one country slightly odd that under the heading of England, though the word traces the history from Celts, separate articles on Wales and Scotland. But these are minor criticisms. This is an excellent dictionary containing a wealth of information and as in the parent volume, it is a most useful cross-reference.



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Acid-chalky

Francesca Greenoak

An Atlas of the Wild Flowers of Britain and Europe.
By Alastair Fitter
Collins £5.95. 00 219181 4.

This book will be irresistible to anyone with a keen interest in wild flowers. The subtle colours, blubs and shadings will be a revelation for many Britons, showing the distribution of individual plants over the whole of Northern Europe. It makes marvellous armchair botanizing, and provides endless scope for the imagination.

Take, for instance, Cow Parsley (or Queen Anne's Lace): nearly all of the map glows a rich green, which indicates abundance over most of Britain, Scandinavia and all of the wedge of France, Holland and Germany—one picture a Maytime Europe, smothered in the fragrant, lacy, white blossom. On the other hand you have to scrutinize the map thoroughly to search out the nebulous shading which shows the infrequent occurrence of *Achillea millefolium* (an obscure Lady's Mantle).

This atlas is a masterpiece of compressed information. There are no less than 1572 individual species distribution maps, each colour-coded for frequency, introduced and casual distribution. There is also a key for selected habitat tolerances: a chart shows five stages on tolerance ranges between wet-dry, acid-chalky, fertile-impermeable soil, and shaded-exposed situations. The maps are all labelled with the scientific name of the plants, cross-referenced with English names where these exist. There are indexes for both scientific and English names.

To find out what the plants look like, one should consult a field guide. This book is intended primarily as a companion to *The Wild Flowers of Britain and Europe* (by Fitter, Fitter and Blaney). The codings of the atlas are discussed at the beginning of the book and there is also an introduction to some overall distribution patterns of vegetation. Nine extra maps, designed to be read in conjunction with the species maps, show features such as rainfall and precipitation, vegetation and land use, and soil types.

A Dictionary of Life Sciences.
Edited by E. Martin.
Macmillan £5.95. 333 19436 5.

As a companion volume to dictionaries of physical and earth sciences, the publishers have produced a well bound, attractive book, using good quality paper and a clear format.

Information given varies from a single sentence to quite lengthy paragraphs—"pollution" occupies about a page and a half of concise comment. Cross-references are indicated by asterisks and readers are constantly referred to other sections for more information.

S.I. units are used throughout. Many of the more complex organic compounds are accompanied by a structural formula and a number of cyclic reactions are shown. Photosynthesis has a diagram of the light reaction only, but Krebs' cycle is well illustrated. I should have liked to have seen more annotated anatomical drawings.

As most references lack the simple introductory sentences which convey all that is needed for the beginner, this work is most suited for students at A level or above.

Harold W. Appleton



Looking through the boundary of terrestrial space and seeing beyond—a medieval woodblock from the historical section, "Planet Earth: An Encyclopedia of Geology", edited by Anthony I. Lam (Elsevier-Phaidon, £7.95. 0 7 290 0055 9).

Cardinal importance

F. W. Kellaway

The VNR Concise Encyclopedia of Mathematics. Edited by W. Gellert, H. Kustner, M. Hellwich and H. Kustner.

Von Nostrand Reinhold £12.50. 442 22646 2.

The gamut of this encyclopedia is quite remarkable. It extends from first-page definitions of cardinal and ordinal numbers, and an explanation that 7 minus 3 equals 4, to such topics as linear optimization and the calculus of variations, and a last-page sentence that "one kind of semiconductivistic limitation on the boundless formation of sets would be the acceptance of Gödel's constructibility axiom, which would imply the validity of the continuum hypothesis".

Well, not quite the last page, for after the main text come over 150 plates. Nearly half are portraits of famous mathematicians with illustrations of their writings or work; the remainder depict historical apparatus, famous libraries, educational models and a variety of associated material. There are also tables and a competent index.

Thus can be traced the references to Abel, Weierstrass or absolute convergence; discount, discrete deterministic process or determinant; and simplex method, simply connected, point set or Simpson's rule. These entries, taken virtually at random from a total of the order of 4,000, give some indication of the coverage. Sometimes the material is effectively in textbook form; sometimes definitions, formulae and applications are provided; and sometimes there are miniature essays of exposition. The development and interrelationships of the subject are implicit.

It is no surprise that over 700,000 copies of the original German edition have been sold. Those responsible for the preparation of the English version are to be congratulated on providing a work which may well rival the success of that original.

Now into hardback

Harold W. Appleton

The Penguin Dictionary of Geology. By D. G. Wilson, J. P. Brooks. £5.95.
Biology. By M. Abercrombie, J. Hickman and M. L. Johnson.
Science. By E. B. Durrant, J. Chapman and A. Isaac. £6. Allen Lane.

It was Penguin Books who, by preface, first provided the public with a wide range of literature, fiction and non-fiction, which would also have been beyond their grasp. These dictionaries were originally introduced by them in paperback (though at a somewhat high price). This has not been satisfactory for school use as they rapidly disintegrated due to handling, so these hardback editions will be welcomed.

The *Geology* volume was originally, to be a revision of a large comprehensive volume. Its publication in 1972 it became entirely new work containing great breadth and depth of material. At that time there was a distinct rise in interest in the subject, both in school and by the public. The success of the volume indicated by the thousands of already sold. Although the amount of information is sufficient for students at a much higher level, the style is such that any intelligent level student will find it an able supplement to the normal school text. The *Dictionary of Science*, published in 1943, has reached its fourth edition. During this time it has grown in content and has been converted to S.I. units. A table of units and gives the conversion to earlier units. Although the content is mainly physical and chemical sciences.

The *Dictionary of Biology*, published in 1951, has reached its sixth edition. It has been revised to include the subject of genetics, and to include the subject of molecular biology. The volume is expected more than 10 years.

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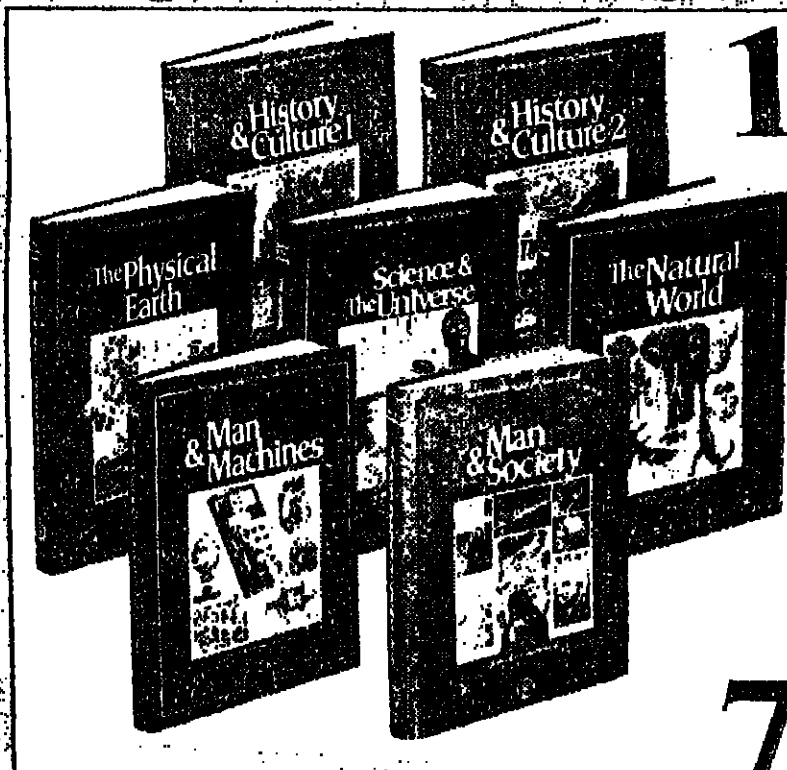
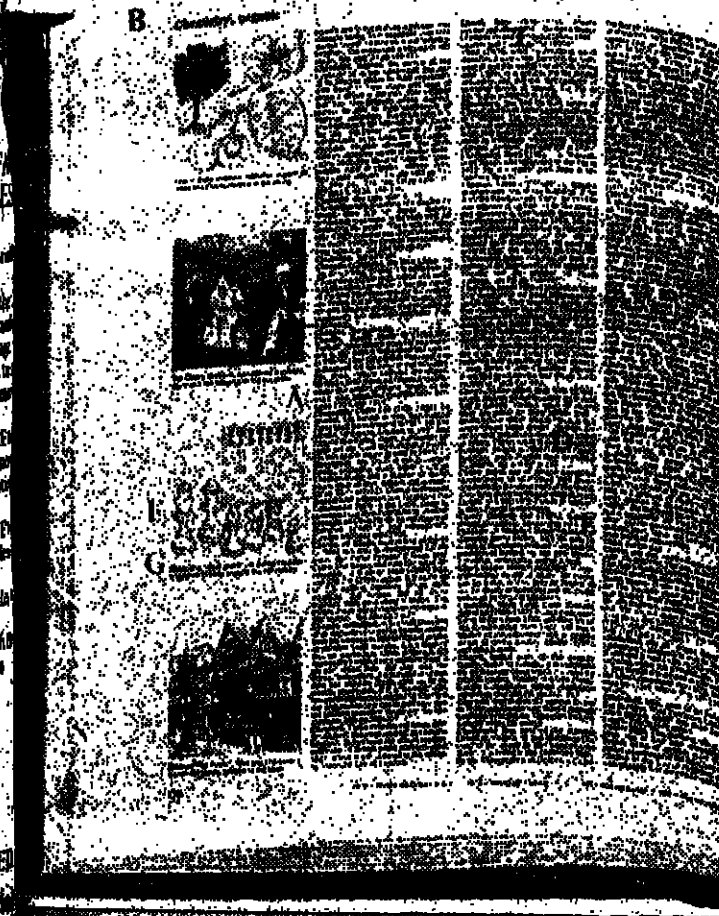
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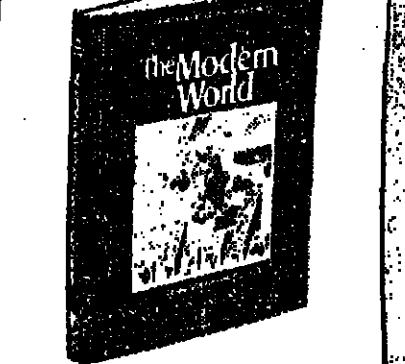
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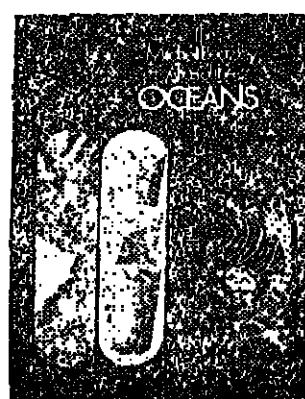
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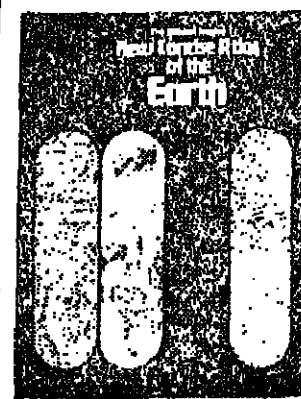
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The New Challenge of the Stars

The Challenge of the Stars, combining David Hardy's spectacular space paintings with Patrick Moore's lucid, authoritative text, was a very popular book in its first edition following the Apollo Moon Program. Now has been completely revised, additional material to reflect our latest actual knowledge conditions on other worlds. It contains a 16-page extended section on science fiction, and The New Challenge of the Stars starts with immediate background - new paintings by David Hardy of the Skylab manned space station, the robot landing and exploring the Martian surface (Jupiter rather than dark blue as imagined), and the voyage of automatic probes on the future manned bases at observation posts are also explored. Since Apollo, space exploration has advanced considerably and it seems less speculative than before to extend future predictions beyond our solar system and galaxy.

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Musical rewrites

Erik Levi

The New Penguin Dictionary of Music. By Arthur Jacobs. Allen Lane £5.50, 7039 1121 2, £1.50, 051 012 5.

The Musical Companion (Revised edition). Edited by A. L. Bacharach and J. R. Pearce. Gollancz £6.50, 575 02263 9.

Since its first appearance in 1958, Arthur Jacobs's *A New Dictionary of Music* has remained one of the few works of its kind to attempt a genuine appraisal of present-day developments without sacrificing reliable information on older music. It is good to see the newly revised fourth edition with its clearer typographical layout and emphasis on younger composers and performers maintaining this initiative.

In a reference book of this size there are, of course, bound to be some gaps; one may perhaps accept the absence of any serious discussion of rock music on the grounds that it is a purely commercial art-form, but the brevity of entries on jazz and jazz musicians (nothing whatsoever on people like Armstrong, Charlie Parker, Miles Davis for instance) is surely inexcusable nowadays.

At the same time, some of the space devoted to major composers might have been put to better use. I cannot believe the fact that Purcell "is said to have died through a cold caused by being locked out of his house at night" or Bruckner

"retained certain unsophisticated 'country' ways", is going to influence one's opinions of the composers concerned in any way. However, criticisms like this must be set against the book's positive merits, especially in the area of lesser-known twentieth-century music.

The *Musical Companion* on the other hand, is more difficult to assess. In the thirties when it was first published, it must have appeared a mine of information to the layman, but recent developments and changes in attitude have necessitated a thorough revision. One may argue that the book ought to have been completely rewritten under these circumstances, for the present edition often achieves an uneasy compromise between the original and newer material incorporated within the existing framework. A particularly serious example of this occurs in the chapter on Opera: after reading Edward J. Dent's perceptive and stimulating comments, Charles Osborne's essay on the twentieth century is disappointing—superficial treatment of major works like *Pelléas* and *Wozzeck* and inadequate reference to figures like Henckell, Tippett and Dallapiccola is hardly going to entice members of the general public into the opera-house.

By contrast, David Atherton's penetrating and concise essay on "listening and performance" ought to be read by everyone concerned with preventing music becoming simply a "museum art-form".

German, French

The excellent Cassell's *German-English, English-German Dictionary*, completely revised by Harold T. Betteridge, has just been published at £6.95 (0 304 52292 9). It gives phonetic transcriptions of German keywords and includes a key to German pronunciation, and includes a useful bibliography of technical and

specialist dictionaries. This week's *Language* have brought out an extremely compact new *Concise French and English Dictionary* at £4.95 (0 245 52829 6). Ideal for classroom use, it includes a great many examples, as well as help with pronunciation and grammar.

Geography for the devout

David Self

The Penguin Shorter Atlas of the Bible. By Luc H. Grollenberg. Allen Lane £5.95, 7139 1101 8, Penguin £1.75, 14051 056 7. The Children's Illustrated Bible Dictionary. By Gilbert Beers. Hodder and Stoughton £4.95, 340 22590 4.

Superficially these appear to be two extremely useful (if widely different) reference books on the Bible. Closer inspection reveals them to be not quite what they claim to be, and possibly of a narrower appeal than one might expect such reference books to be.

For a start, The Penguin Shorter Atlas of the Bible has only 10 maps in its 265 pages. In fact it is a sort of physical, political, social and devotional geography textbook of what is commonly called Palestine or the Holy Land. A series of short chapters cover such topics as the geographical features, which have

made this strip of land a meeting place for so many cultures, and what we have learned from Biblical archaeology. Further chapters relate the various sections of the Old and New Testaments to their geographical contexts, place names are located, customs and landscapes are illustrated by 200 black and white photos and events are linked to historical remains.

It is the work of a Christian believer (and indeed has the imprimatur of a Catholic archbishop). It is an inspiring and illuminating commentary on the Bible and (if it is not exactly the kind of reference book you would consult when in a hurry) it makes for delightful browsing and background reading and, as such, will be helpful to all who teach the Bible.

The Penguin Atlas is a revision of a book that appeared in 1958 and which was a translation from the Dutch. A very different impact is

made by the Bible Belt of America. Printed in Tennessee, it contains American spellings and in its 1,214 entries (each of 50 words and each illustrated by a pastel painting of amazing literalness) it proclaims a distinctly fundamental faith: Adam was made on the sixth day of creation, Eve came from one of Adam's ribs and, before the Flood, "many men lived to be several hundred years old".

The rigidity of layout and equality of length of all the entries makes for some strange allocations of space. Elimelech, Mephibosheth and Sheshbazzar (hands up those who know who they were) get the same amount of room as Solomon, Peter and Paul. It is a sadly unselective book and while it may seem an ideal gift book for the children of a certain kind of believer, its placing in classrooms and libraries will probably raise more problems than it solves.

Fat in a bright purple jacket

Anne Howarth

Official Rules of Sports and Games 1978-79. Kaye and Ward/Mothmen of Australia £6.00, 7162 1184 7.

This digest of the official rules of most sports and games is an excellent manual for all coaches, participants and administrators of sport. Encompassing all the well-known games from archery to water polo, it also includes the less well-known and somewhat exclusive sports of Jives, both Eton and Rugby rules and the rules of real tennis and croquet.

It is disappointing to find that minor games such as handball, aroball, padder, tennis and badminton are not embraced in the text. The rules that do appear are presented under the aegis of the governing association of the sport concerned and thus can be regarded as the official view. They are clearly set out and the formal wording which is the stuff of rule books is much enlivened by small drawings illustrating the sort of misdemeanour which the rules aim to prevent.

There are some clear diagrams explaining the size of the playing areas and the exact measurements

of football, croquet and fives are still using only feet and inches; whereas most games have both metric and feet and inches; netball and rugby union alone have gone completely metric. Diagrams also show details of restrictions in playing areas, netball confines some positions to certain parts of the court. In rounders there is a diagram of the pitch showing the positions of the umpires, and most fielders and batsmen.

Although this fat little compendium will not slip easily into the pocket for quick consultation, neither will it, like so many rule books, get easily lost: with its bright purple jacket it should be



Attended by his consort Lakshmi, Vishnu reclines on the hundred-headed serpent of eternity. This seveneenth-century miniature from Rajasthan is one of the illustrations from "Pearls Encyclopedia of Myth and Legends: The Orient", by Sheila Savill (Pelham Books, £7.50, 0 7207 1001 4).

Terpsichorean

The Encyclopedia of Dance and Ballet. Edited by Mary Clarke and David Vaughan. Pitman £13.50, 273 01088 3.

This encyclopedia covers "any form of dance raised to a theatrical level". It does not, therefore, include primitive, folk or ritual dance.

It covers much the same ground as its three major forerunners and competitors—G. B. L. Wilson's *A*

Dictionary of Ballet (1957, 1974), *Dance Encyclopedia* by Phyllis Manchester and Anatole Chujoy (1967) and Horst Koegler's *Concise Oxford Dictionary of Ballet*—but its main advantage lies in its interesting and often expressive photographs, of which there are 24 colour plates and over 200 in black and white. The reproduction of some of these, however, is disappointingly dark, and occasionally too cramped to allow the pictures their full impact.

Of the 2,000 fully cross-referenced entries (collected from nearly 60 contributors), about 350 are devoted to ballets and modern dance works,

the rest to dancers, choreographers, composers, impresarios, designers, companies, etc. Introductory articles are included on general subjects like "Dance Education in the USSR", "Mime", and "Dance in Musical". Some entries are heavily factual, others are more illuminatingly descriptive; the quality of the writing and the interest of the content varies.

The encyclopedia concludes with a good glossary of technical terms, and a bibliography which supplements the useful book references included in the main text.

Rosemary Ifarill

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YOUTH AND COMMUNITY SERVICES OFFICER

Soubury Scale (19-23) £5,250/£5,889 plus supplement

Applications are invited from suitably qualified and experienced persons. The successful candidate will be responsible to the Chief Education Officer for the management and development of the Authority's Youth and Community Services.

Essential user car allowance payable. Assistance may be given with removal and other expenses in approved cases.

Application forms and further particulars available (by quoting Ref. No. B.825) from the Chief Personnel Officer, 188 Drake Street, Rochdale OL16 1XG, to whom they should be returned by 18th June, 1978.

LONDON BOROUGH OF BARNET

EDUCATION DEPARTMENT
Youth and Community Service

ASSISTANT YOUTH LEADER

GRAHAME PARK YOUTH CENTRE

Applications are invited from qualified Youth and Community Workers and Teachers for the above full-time appointment. Candidates would be expected to initiate youth programmes and help run the Centre. The post is suitable for new entrants into the service. Salary: £3,009 to £3,834 inclusive plus £312 Supplement Payment plus Phase II Earnings Allowance per annum.

Further details and application form from Director of Educational Services, Town Hall, Friern Barnet, London N11 3DL. Tel: 01-368 1256. Ref: ADM/198. Closing date: 18th June, 1978.

EDUCATION DEPARTMENT

Youth and Community Tutor

(President Kennedy School)
J.N.C. Range 3 (£4,256 to £4,749 including 1976 and 1977 supplements)

Applications are invited from suitably qualified and experienced persons for the post of Youth and Community Tutor at this purpose built Comprehensive School.

Extensive community use is already made of a range of facilities at this school and the post therefore offers positive opportunities for broad based community work.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry, Tel. 25555 ext. 2232. Returnable by 14 days after the appearance of advertisement.

coventry

EDUCATION DEPARTMENT

Warden

of Jubilee Crescent Community Service Centre
J.N.C. Range 4 (£5,025 to £5,501 including 1976 and 1977 supplements)

Applications are invited from suitably qualified and experienced persons for the post of full-time Warden of Jubilee Crescent Community Service Centre. The post provides an excellent opportunity for a person of initiative and enterprise to develop community relationships and work with other services using the building. The Centre, which is purpose built, houses a number of services operated by the Authority.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry, Telephone 25555, extension 2232. Returnable by 14 days after the appearance of the advertisement.

coventry

YOUTH AND COMMUNITY SERVICE continued

SURREY
DISCREET YOUTH ADVISER
The position of Discreet Youth Adviser is a full-time post responsible for the provision of confidential advice and counselling to young people in the district. The post holder will be responsible for the management and development of the Authority's Youth and Community Services.

Salary: £5,250 to £5,889 plus supplement

Applications are invited from suitably qualified and experienced persons. The successful candidate will be responsible to the Chief Education Officer for the management and development of the Authority's Youth and Community Services.

Essential user car allowance payable. Assistance may be given with removal and other expenses in approved cases.

Application forms and further particulars available (by quoting Ref. No. B.825) from the Chief Personnel Officer, 188 Drake Street, Rochdale OL16 1XG, to whom they should be returned by 18th June, 1978.

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SWEDEN

THE SWEDISH UNIVERSITY

of Applied Sciences

(The Swedish Centre)

A small number of additional

positions are available for 1978

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JORDAN

THE JORDAN UNIVERSITY

of Applied Sciences

(The Jordan Centre)

A small number of additional

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FRANCE

THE FRENCH UNIVERSITY

of Applied Sciences

(The French Centre)

A small number of additional

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MINISTRY OF DEFENCE SECONDARY DEPUTY HEADSHIP (Group 6) KING RICHARD SCHOOL IN CYPRUS For January, 1979

Applications are invited from appropriately qualified and experienced teachers (preferably graduates) for the Deputy Headship of this Group 6 Secondary School. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

The Service Children's Schools abroad cater for the families of British Servicemen and sponsored civilians temporarily absent from the United Kingdom.

SALARY is in accordance with the 1975 Burnham Scale. In addition the 1976 Pay Supplement of £312 per annum and the 1977 Pay Supplement of £188 per annum, plus the London Allowance of £402 per annum is payable. **FOREIGN SERVICE ALLOWANCE**—a tax-free allowance is payable.

SUPERANNUATION—normal rights are safeguarded.

ACCOMMODATION—rent free.

DURATION OF ENGAGEMENT—initially for a period of three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement. Requests for application forms should be made on a postcard to:

MINISTRY OF DEFENCE
CM(S)M
ROOM 343
LACON HOUSE
THEOBALDS ROAD
LONDON WC1 8RY

The closing date for completed application forms is June 23, 1978.



MINISTRY OF DEFENCE

Applications are invited for the following posts with

The British Families Education Service (North-West Europe) Assistant Director (Primary)

The successful candidate, who will head a regional office at Hamm, Western Germany, will be mainly concerned with the administration of about 40 primary schools in the Northern Region of BFES. Applicants should be appropriately qualified, have relevant teaching experience and preferably have held an advisory or administrative post with an LEA. **SALARY** The salary scale for this appointment is £5,721, £5,889, £6,057, £6,225 plus supplements. A London Allowance of £435 p.a. is also paid.

Superannuation The appointment is superannuable under the Teachers' Superannuation Scheme.

Adviser (Primary)

This post is based at Düsseldorf, Western Germany. In the Southern Region Office of BFES which administers some 40 primary schools. The successful candidate will provide special expertise in the education of children aged four to seven, but also will have pastoral responsibility for a group of primary schools and be involved in the promotion of in-service education and curriculum development. Applicants should be appropriately qualified, have relevant teaching experience at a senior level in schools and preferably have a background in advisory work.

Superannuation The appointment is superannuable under the Teachers' Superannuation Scheme which is non-contributory. Transfer arrangements between this and most other superannuation schemes exist.

SALARY The salary scale, taking into account the non-contributory Superannuation Scheme is the abated Soudbury Scale, £6,100 to £6,888 plus full supplements of £312 and £188 p.a. and an abated London Allowance of £378 p.a.

A tax-free Foreign Service Allowance is paid for both posts which will be for three years and renewable by mutual consent.

Requests for application forms and further information should be made to:

the Ministry of Defence,
CM(S)M, Room 343,
LACON HOUSE,
THEOBALDS ROAD,
LONDON WC1 8RY.
Quoting reference AW/1472
Closing date, June 23,
1978.



OVERSEAS Appointments continued

AFRICA

FLAHERTY all subjects urgently needed. Africa. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

CANADA **FLAHERTY** all subjects urgently needed. Canada. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

GREECE **FLAHERTY** all subjects urgently needed. Greece. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

IRAN **FLAHERTY** all subjects urgently needed. Iran. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

GERMANY **FLAHERTY** all subjects urgently needed. Germany. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

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TURKEY **FLAHERTY** all subjects urgently needed. Turkey. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

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SPAIN **FLAHERTY** all subjects urgently needed. Spain. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

HONG KONG **FLAHERTY** all subjects urgently needed. Hong Kong. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

ITALY **FLAHERTY** all subjects urgently needed. Italy. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

FRANCE **FLAHERTY** all subjects urgently needed. France. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

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NETHERLANDS **FLAHERTY** all subjects urgently needed. Netherlands. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

IRELAND **FLAHERTY** all subjects urgently needed. Ireland. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

UNITED KINGDOM **FLAHERTY** all subjects urgently needed. United Kingdom. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

SCOTLAND **FLAHERTY** all subjects urgently needed. Scotland. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

WALES **FLAHERTY** all subjects urgently needed. Wales. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

ENGLAND **FLAHERTY** all subjects urgently needed. England. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

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BOLTON

INSTITUTE OF TECHNOLOGY **FLAHERTY** all subjects urgently needed. Bolton. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

IRKSHIRE **FLAHERTY** all subjects urgently needed. Irkshire. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

WILTSHIRE **FLAHERTY** all subjects urgently needed. Wiltshire. We require experienced teachers to teach in the primary and secondary schools in the region of the Victoria Nile. The successful candidate will be required to supervise the day to day running of the school (including preparation of duty rosters, substitution lists, arranging parent's meetings, primary school liaison and external examinations) and share with the Head Teacher responsibility for discipline throughout the school.

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English Language Teachers KUWAIT

International Language Centre invites applications from teachers with a minimum of 2 years experience in TEFL to join an established team engaged in language training of oil company staff.

Candidates should be males of bachelor degree and should hold a degree in English or other modern language and a PGCE or RSA Cert. TEFL. Preference will be given to those whose experience includes at least 1 year in the Arab world.

Appointments are for a minimum of 1 year from September, 1978. Remuneration is approximately \$10,000 per annum tax-free. Return air-fares, housing and transportation to teaching site are provided free. Holidays are 6 weeks per year.

Apply, in the first instance, to:

PERSONNEL DEPT. 01-499 6487

INTERNATIONAL
LANGUAGE CENTRE

THE BRITISH SCHOOL OF BRUSSELS

requires for September 1978

An Assistant Teacher for Mathematics

In the Upper School (age range 12 to 18). Must be able to teach S.M.P. up to A-level.

The Science Department requires one teacher to teach Chemistry, possibly to undertake Head of Department responsibilities. Must be able to teach up to A-level and in the fully conversant with the syllabus. A vacancy also exists for an Assistant Teacher to teach Chemistry up to at least O-level and also some Physics up to O-level. Please send curriculum vitae with letter of application, two testimonials, names and addresses of referees, and a photograph, to:

The Headmaster,
The British School of Brussels,
Steenweg op Leuven 15b,
1980 Tervuren, Belgium.

UNITED WORLD COLLEGE OF S.E. ASIA DEPUTY HEAD OF THE MATHEMATICS DEPARTMENT

Applications are invited from experienced graduates to take up this post in January, 1979, or earlier. A substantial share of the responsibility and commitment of this very large, successful department will be required. Apart from teaching classes throughout the school to GCE 'O' and 'A' level and CSE, a major commitment in the development of the International Baccalaureate courses in Mathematics will be expected.

MUSIC TEACHER

A music specialist to teach classes in the Lower Middle School (aged 11 to 15 years). The post is full-time, 35 hours per week. The successful candidate will be required to have a degree in Music or equivalent, and to have experience in teaching Music up to A-level. The post also requires a commitment to the development of the International Baccalaureate courses in Music. The successful candidate will be required to have a degree in Music or equivalent, and to have experience in teaching Music up to A-level. The post also requires a commitment to the development of the International Baccalaureate courses in Music.

Letters of application for both posts, giving full details of qualifications and experience, together with the names of two referees, should be sent to the Headmaster, United World College of S.E. Asia, P.O. Box 15, Singapore 5, not later than June 17, 1978. Interviews will be held early in July, 1978, in London.

SWITZERLAND

AIGLON COLLEGE

This International Boarding School in the Swiss Alps has 280 boys and girls, 11 to 18, requires for September 1978, an:

EXPEDITIONS MISTRESS

to assist in the running of an extensive outdoor programme and to take particular responsibility for the organization of the girls' weekend expeditions. The successful candidate will be required to have a degree in Education or equivalent, and to have experience in teaching Expeditions up to A-level. The post also requires a commitment to the development of the International Baccalaureate courses in Expeditions. The successful candidate will be required to have a degree in Education or equivalent, and to have experience in teaching Expeditions up to A-level. The post also requires a commitment to the development of the International Baccalaureate courses in Expeditions.

Applicants must be prepared to respond to the call of working in an international community and to make a full contribution to the life of the school. The successful candidate will be required to have a degree in Education or equivalent, and to have experience in teaching Expeditions up to A-level. The post also requires a commitment to the development of the International Baccalaureate courses in Expeditions.

Apply with curriculum vitae, testimonials, two referees, and a photograph to the Headmaster, Aiglon College, 1985, Chaux-de-Fonds, Switzerland. Telephone: 022 31 27 27.

Somerset

EDUCATION AND CULTURAL
SERVICES COMMITTEE

County Adviser for English

Applications are invited for the post of County Adviser for English to complement a flourishing team co-ordinated by the County Adviser for Languages. The person appointed will have responsibility for English, mainly within the secondary/F.E. phases. Applicants should be graduates with successful experience as head of an English department or at a similar senior level.

The salary will be in accordance with the Soudbury scales for Subject Advisers, currently £7,889, by increments to £8,373 per annum (Group 6).

Application forms, which should be returned by 14th June, 1978, and further details are available from the Chief Education Officer (Staff NT), County Hall, Taunton.

Mid Glamorgan County Council

DIRECTOR OF EDUCATION

SALARY: £12,049 x 2294(3) - £12,831 (inclusive of Phase 2 Supplement) (Subject to review in the current pay round)

Applications are invited for this appointment from appropriately qualified persons who have had teaching experience and wide education administrative (defined) experience at a senior level in Local Government.

The present Director is taking up another appointment in September and if possible arrangements will be made for an overlap of appointments.

Application forms (to be returned by 18th June, 1978) and further particulars obtainable from County Clerk and Chief Executive, Mid Glamorgan County Hall, Cardiff, CF1 3NE.

CANVASSING WILL DISQUALIFY

CAMBRIDGESHIRE COUNTY COUNCIL

Huntingdon Area Education Office

Senior Education Welfare Officer

Applications for the above appointment are invited from suitably qualified and

